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ABSTRACT

This fully annotated bibliography of over 1,000 documents and journal articles is compiled to assist educators, community organizations, and citizens interested in community education, whether in theory or in practice, by identifying relevant resources in the field. Citations originate in three abstracting systems: documents described in ERIC's (Educational Resources Information Center) Resources in Education (RIE), articles identified in ERIC's Current Index to Journals in Education (CIJE), publications reviewed by the Clearinghouse of Resources for Educators of Adults (CREA). Items are indexed under twenty-five subject headings: general, accreditation, administration, agencies, communications, comparative, counseling, evaluation, finances, foundations, futures, history, instruction, learning, legislation, lifelong learning, programs, program development, public relations, research, resources, statistics, students, teachers, and trends. (CP)

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ED179789

Resources for Educators of Adults

Community Education: An Annotated Bibliography

Compiled by:
Alexander N. Charters
Edward J. Gschwender

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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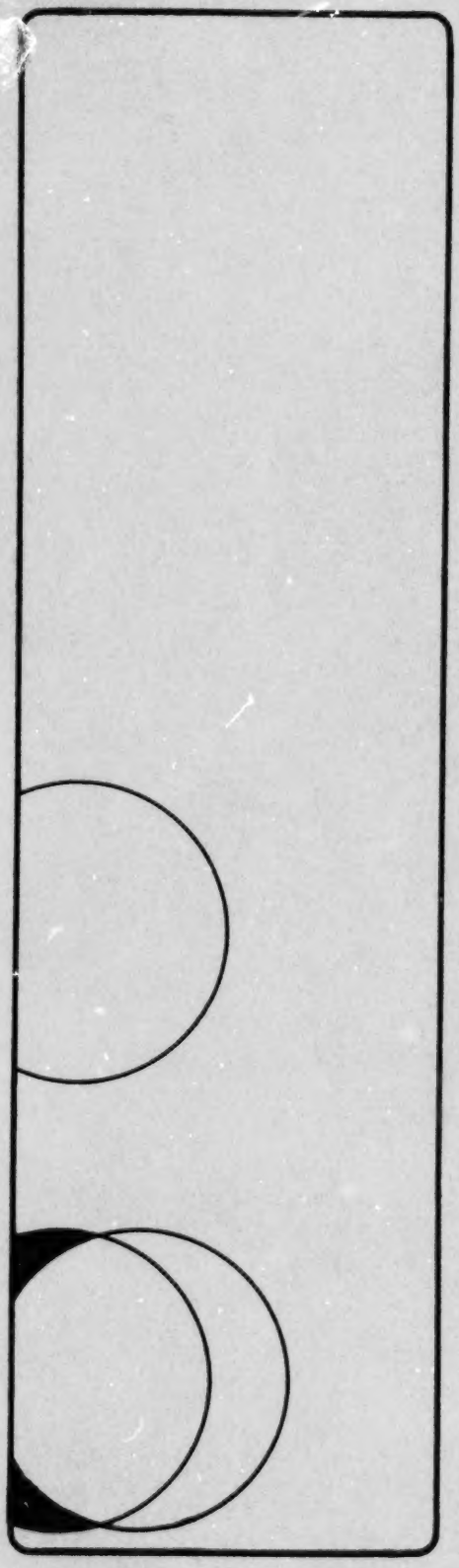
ED123538



SYRACUSE UNIVERSITY
Clearinghouse of Resources for Educators of Adults,
224 Huntington Hall,
Syracuse, New York 13210 U.S.A.
(315) 423-3034

Supported by the Division of Continuing Education, New York State Education Department

RESOURCES FOR EDUCATORS OF ADULTS

Annotated Bibliography on Community Education:

By Descriptive Subject Headings

Compiled by

Alexander N. Charters

and

Edward J. Gschwender

Clearinghouse of Resources for Educators of Adults

Syracuse University

Supported by the Division of Continuing Education, New York State Education Department

Introduction

This bibliography was compiled to assist educators, community organizations, and citizens who are interested in community education by identifying relevant resources in the field. The compilers have used a broad definition of community education and have included resources which can be used by both the practitioner and theoretician.

The compilation of this bibliography was begun in the early months of CREA. When Dr. Donald Tobias was appointed to Syracuse University it indicated a commitment on the part of Syracuse University towards Community Education. It was evident to both Dr. Tobias and Dr. Alexander N. Charters, the Project Director of CREA, that the field of community education and adult education were integrally allied. Dr. Tobias gave some bibliographies in community education to CREA. It was later agreed (with state approval) that community education was included as part of CREA. In the Spring of 1979, Community Education as a field of study became a part of the Adult Education Area of the School of Education and Dr. Tobias became an Assistant Professor of Adult Education.

As courses developed, educational materials continued to be collected. Annotations were made and the bibliography took final form in May of 1979.

The citations contained within this annotated bibliography originate from three abstracting systems: Research in Education (RIE), Current Index to Journals in Education (CIJE), and the Clearinghouse of Resources for Educators of Adults (CREA). RIE and CIJE are indexing services of the Educational Resources Information Center (ERIC), a governmentally funded organization for the collection and dissemination of educational

information coordinated by Central ERIC in the National Institute of Education, Washington, D.C. Each of the 16 ERIC Clearinghouses is responsible for abstracting the materials submitted to the system in their particular subject area.

RIE materials are primarily unpublished evaluation reports, workshop and conference proceedings, literature reviews, state-of-the-art studies, curricula, government reports of funded research, and some doctoral dissertations. Each RIE abstract is identified by a six-digit accession number headed by ED. CIJE is composed of reviews of published journal literature from over 700 journals, indexed and annotated by ERIC Clearinghouses. CIJE annotations are identified by a six-digit accession number headed by EJ.

The Clearinghouse of Resources for the Educators of Adults was originally funded under Section 309 of the Adult Education Act as amended. CREA's main mission is to identify, collect, disseminate, and evaluate resources and information about resources to Educators of Adults (New York State). Items acquired by CREA are assigned a numerical identification, 1 to 3 Descriptive Subject Headings, and are abstracted before entering the CREA system. Those items housed in CREA which are related to community education are included in this document.

This project represents the efforts of many persons. We wish to gratefully acknowledge David Price, Christine Nowak, and Janet Fletcher for their assistance in preparing this document.

The Clearinghouse of Resources for Educators of Adults is a 310 project supported by the Division of Continuing Education, New York State Department of Education. The cooperation, assistance, and guidance of the staff members of the Division of Continuing Education - particularly Harvey Johnson and John Hatfield - is also recognized and appreciated.

Organization of this Document

This bibliography is divided into four sections. Section 1 contains a cross-referenced listing of all items in this bibliography according to Descriptive Subject Headings. This list is further divided according to CRÉA, EJ, and ED headings. A listing of all Descriptive Subject Headings is provided below:

00 GENERAL - more than 3 Descriptive Subject Headings

01 ACCREDITATION - continuing education unit (CEU) - special degrees - credits - certification

04 ADMINISTRATION - management

12 AGENCIES - organizations - sponsors

16 COMMUNICATIONS - dissemination

20 COMPARATIVE - international

24 COUNSELING - personnel - tests

28 EVALUATION

32 FINANCES - budgeting

36 FOUNDATIONS - definitions - assumptions - rights - freedoms - philosophy - theories

40 FUTURES - planning

44 HISTORY

48 INSTRUCTION - methods - materials - facilities - equipment

52 LEARNING - psychology - motivation

56 LEGISLATION - policy

60 LIFELONG LEARNING - lifelong education - education permanente

62 PROGRAMS

64 PROGRAM DEVELOPMENT - needs - objectives

68 PUBLIC RELATIONS - promotion - marketing

72 RESEARCH - problem solving

76 RESOURCES - publications

80 STATISTICS

82 STUDENTS - adults - learners - characteristics

84 TEACHERS - faculty - program administrators - staff

88 TRENDS

Section II contains all items in CREA's collection which relate to community education. Each entry contains a CREA number, title, author, publisher, date of publication, number of pages, an abstract, and one to three Descriptive Subject Headings.

Section III contains items listed by CIJE applying to community education. Included in these entries are EJ numbers (AN), Author (AU), Title (TI), publication date (SO), availability source (SN), an abstract (AB), and one to three Descriptive Subject Headings. Section IV contains the same information except that they are items identified through RIE and are ED numbers.

All items are arranged numerically. In section II the numbers progress forward. In section II and IV the numbers are listed from the most recent entry back to earlier items.

How to Use This Document

This bibliography can be used in the following ways:

1) If the user has a particular interest area such as evaluation, the user goes to Descriptive Subject Heading 28 - EVALUATION, to find a list of materials categorized under that heading in Sections II, III, and IV. After finding the numbers of the items, all that is needed is to look at the appropriate section and numbered item.

2) For browsing through the collection, the user can read the abstracts or just use the descriptive subject heading located at the bottom of each entry to get a general idea of what the item is about.

SECTION I

COMMUNITY EDUCATION

Reference to Items by Descriptive Subject Headings

00 GENERAL (MORE THAN THREE DESCRIPTIVE SUBJECT HEADINGS)

CREA #	EJ	ED
#592	069118	159818
594		157580
599		150426
1422		149799
		147502
		146414
		144202
		145907
		141936
		136346
		130447
		122897
		119338
		118969
		104466
		102313
		095613
		095612
		094489
		094447
		093038
		083667

01 ACCREDITATION

CREA #	EJ	ED

CREA #	EJ	ED
#008	135545	151902
012	135542	146704
013	127654	133901
020	124160	133846
025	111374	123808
085	105903	106926
287	102623	095147
371	102616	
416	096095	
437	096094	
448	096088	
458	096087	
460	096086	
462	089471	
472	089470	
517	089469	
588	089142	
595	077911	
596	077222	
646	070619	
660	067455	
681	067454	
684	067067	
708	067066	
868		
1086		
1101		
1131		
1141		
1177		
1222		
1309		
1310		
1314		
1418		
1425		
1432		
1451		
1516		

12 AGENCIES

CREA #	EJ	ED
#609	176065	157139
1427	157978	152379
1447	143895	149721
1456	126868	131893
1477	124155	104494
1516	124154	
1517	124153	
	124152	
	124149	
	102614	
	095498	
	092736	
	067804	

16 COMMUNICATIONS

CREA #	EJ	ED
#020	169797	118084
092	145051	031239
397	124160	024274
472	102618	
538		
587		
742		
858		
860		
868		
1096		
1310		
1319		
1430		
1432		
1452		
1491		
1497		
1499		
1506		
1524		
1525		
1526		
1527		
1528		
1532		

20 COMPARATIVE

CREA #	EJ	ED
#1396	161805	158919
1535	161731	144252
	160704	142173
	157978	138832
	120810	138392
	103676	131268
	100957	123376
	100956	115747
	100955	114949
	100953	077620
	098649	077619
	092270	070846
	040554	064601
	047960	054405
	040018	049964

24 COUNSELING

CREA #	EJ	ED
#022		033418
092		
1311		
1320		
1430		
1432		
1459		

CREA #	EJ	ED
#013	116456	
692	112459	159459
826	112458	150291
1408	112457	140117
1421	112456	138649
1481	112455	134385
1486	112454	132689
1487	112453	129373
1488	112452	128436
1489	112451	120617
1490	112450	117446
1491	112449	104840
1492	112448	069805
1493	105829	069804
1499	096089	069803
1535	082637	069802
		069801
		056286
		049538
		046516
		045195
		042836
		023965
		022089

CREA #	EJ	ED
#465	189259	155781
1086	189233	084715
1261	184045	
1272	102621	
1423	102619	
1425	089468	
1498	068154	
1506	037934	
1516		
1517		
1519		
1522		
1536		

CREA #	EJ	ED
#022	166773	139479
121	166772	133845
375	159743	132991
473	140668	128883
676	135628	105548
701	135546	104477
1021	135544	095615
1044	135543	078575
1088	130521	064769
1258	115305	030165
1305	102613	028346
	102612	020526
	100954	
	096091	
	096085	
	095502	
	095500	
	095496	
	095495	
	095494	
	095493	
	092740	
	089475	
	089473	
	082635	
	082633	
	078622	
	078621	
	077573	
	067805	
	067801	
	067799	
	067456	
	035730	
	031526	
	028020	

CREA #	EJ	ED
#008	175619	160271
012	171140	158429
013	171088	151969
371	166780	149054
383	160120	136670
448	154575	135080
587	147668	129373
590	135616	128436
608	135551	128435
668	135547	125704
739	127660	122999
1021	127655	105548
1421	112454	099659
1424	111377	098712
1436	109237	077092
1445	105900	075137
1446	102620	073745
1460	096097	072508
1463	096093	054407
1471	095501	049542
	095497	
	092736	
	089462	
	077574	
	042171	
	013160	

CREA #	EJ	ED
#1481	170652 166778 159743 127652	157848 109444 071191

CREA #	EJ	ED
#057	166777	160271
092	166774	159461
120	147522	154961
426	145051	154942
449	127658	154140
505	127657	154105
509	127656	152987
646	108594	136670
710	105902	135045
711	105899	130086
840	103676	112481
961	102622	103397
997	096089	100833
1017	067803	056286
1063	067802	031239
1118	036333	024997
1125	027738	024274
1177		
1220		
1272		
1420		
1427		
1457		
1499		

52 LEARNING

CREA #	EJ	ED
#443		154140
692		152987
741		
961		
997		
1017		
1063		

CREA #	EJ	ED
#438	100959	131239
439	092738	120165
400	092734	084715
1184	092626	071191
1261	089465	
1284	077911	
1447		
1480		

60 LIFELONG LEARNING

CREA #	EJ	ED
#238	127658	154486
577	124156	143811
597	120810	135045
625	111368	125704
661		
828		
1241		
1284		
1305		
1407		
1409		
1420		
1443		
1460		
1461		
1463		
1473		
1475		
1502		
1507		

62 PROGRAMS

CREA #	EJ		ED
#183	188184	025069	154961
318	170652	023599	152375
446	169274	013160	151988
509	166775		148377
801	163226		139447
1226	160704		136537
1332	152921		134671
1354	148602		131239
1365	148601		131215
1387	140385		121639
1397	139928		120165
1408	138530		109097
1472	137964		094923
1479	127659		075892
1485	127312		049558
1488	124667		045952
1489	124148		044614
1490	114233		032021
1501	111423		028345
1504	111375		022089
	111373		015393
	107082		011094
	105326		
	102617		
	102616		
	102615		
	102614		
	102224		
	096087		
	096086		
	094185		
	092737		
	092736		
	092691		
	092380		
	089474		
	089467		
	089466		
	089463		
	089462		
	089461		
	069543		
	038558		

CRFA #	EJ	ED
#120	177694	159412
183	172747	156226
244	171140	153712
388	170119	151987
420	161731	151062
438	152737	145529
439	127651	141591
440	124158	136670
449	117553	131893
457	117552	131266
491	117551	118084
494	111377	111486
516	111372	110139
540	111371	104494
577	111370	102303
590	111369	095301
595	111368	064601
597	095499	049964
598	092739	049542
601	092732	039293
609	080898	032053
610	078623	024997
612	070620	
688	070520	
739	067807	
840	067806	
1087	067784	
1112	049543	
1118	035796	
1131	003019	
1184	006169	
1194		
1256		
1295		
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1459		
1461		
1475		
1476		
1482		
1488		
1502		
1534		
1536		

68 PUBLIC RELATIONS

CREA #	EJ	ED
#451	175618	031239
587	124160	
860		
1452		
1520		
1522		

CREA #	EJ	ED
#287	176991	158787
443	161782	158429
497	160794	154105
498	147668	152990
499	135552	150291
501	135550	148193
782	114628	143492
1256	111370	145900
1265	102620	140874
1453	102244	137248
1454	095503	136642
1455	068919	134385
1462	067800	132689
1465		131215
1473		123376
1481		120617
1482		117446
1486		110843
1487		099659
1488		095614
1489		067426
1493		056286
1504		049538
1507		055929
1526		047279
		046516
		045195
		043814
		023965
		022089

CREA #	EJ	ED
#018	111398	159461
116	095498	159113
286		157114
382		156301
451		155781
492		154880
596		146415
710		143355
742		140927
782		133301
1064		114949
1241		122481
1414		109465
1415		103397
1423		095609
1448		091092
1454		076449
1455		070846
1472		069804
1482		069803
1497		069802
1520		069801
1528		066652
		056284
		038550
		032021
		016175
		014025

CREA #	EJ	ED
#826		128435
1486		122999
1487		
1488		
1489		
1493		

82 STUDENTS

CREA #	EJ	ED
#318	138987	154942
711	077574	130086
1141		024274
1432		
1501		
1505		

CREA #	EJ	ED
#242	166779	137248
309	166777	100833
416	166774	077883
489	147522	
661	140657	
1257	102622	
1267	067455	
1418	036333	
1432		
1457		

CREA #	EJ	ED
#088	182890	156296
309	096679	156226
310	092735	149721
311	068756	148420
312		111486
1419		108392
1428		100833
1443		091026
1446		081088
1451		077092
1460		054405
1480		

SECTION II

COMMUNITY EDUCATION

Clearinghouse of Resources for Educators of Adults (CREA)

#008 The Sensitive Manipulator, The Change Agent Who Builds With Others.
Dyer, William G.
(Provo, UT: Brigham Young University Press, 1975)
219 pp.

The work is a collection of the author's research paper on the topic of personal and organizational change. Dyer's main theme centers on those techniques and practices which will help others to change in directions toward improved maturity, effectiveness, and satisfaction.

DSH: 04 - ADMINISTRATION; 40 - FUTURES

#012 Developing Our Volunteer Community.
Schindler-Rainman, Eva
(Tuxedo, NY: Xicom Inc., 1974)

Developing Our Volunteer Community is a cassette training handbook on the recruitment, training and retention of volunteers. These materials have been designed for anyone concerned about voluntary citizen participation.

DSH: 04 - ADMINISTRATION; 40 - FUTURES

#013 Planning, Conducting, and Evaluation Workshops.
Davis, Larry Nolan
(Austin, TX: Learning Concepts, 1974)

Planning, Conducting, and Evaluating Workshops is an aid to both the beginner and the experienced workshop coordinator. Beginning with a simplified survey of adult learning theory, the book moves step-by-step through the workshop process, from the earliest planning stage to the final evaluation. As it relates social science theory to practical use in a variety of institutional settings, this book is an excellent resource for the practicing educator.

DSH: 04 - ADMINISTRATION; 40 - FUTURES; 28 - EVALUATION

#018 Sense Of Community
(Hollywood, CA: Consolidated Film Industries)

Sense Of Community is a 28 minute, 16mm color film which provides an overview of community education in practices. The film examines both the program and process of community education.

DSH: 76 - RESOURCES

#020 Taking Your Meeting Out of the Doldrums.
Schindler-Rainman, Eva; Lippett, Ron; Cole, Jack
(Columbus, OH: Association of Professional Directors, 1975)
100 pp.

Meetings are the principle means of getting human learning and work done. In view of their importance as instruments of human endeavor it is tragic that most meetings are so bad. The Schindler-Rainman work provides a set of tools and procedures for making meetings more participative. In essence, the work provides a model for human interactions that are more congruent with the democratic ideal. The model attempts to build the characteristics of: 1) respect for personality, 2) participation in decision making, 3) freedom of expression and availability of information, and 4) mutuality of responsibility for defining goal, planning, conducting programs and evaluating.

DSH: 04 - ADMINISTRATION; 16 - COMMUNICATIONS

#022 Helping Relationships, Basic Concepts for Helping Professionals.
Combs, Arthur W.
(Boston, MA: Allyn and Bacon Inc., 1971)
360 pp.

The book is written for people entering or already engaged in some form of the helping professions. It begins with principles of behavior already widely accepted among humanistically oriented psychologists and examines what such concepts mean for persons who work in the varied helping professions.

DSH: 25 - COUNSELING; 36 - FOUNDATIONS

#025 The Efficient Organization.
Becher, Selwyn; Neuhauser, Duncan
(New York, NY: Elsevier, 1975)
237 pp.

In this book, Becher and Neuhauser present a theory of formal organization; which is applicable to all formal organizations, ranging from voluntary organizations to bureaucratic and hierarchical organizations. A distinctive feature of the theory is that, depending on environmental conditions, there is an optimal organization form or style that will maximize efficiency. The authors explore the various kinds of environmental uncertainty or complexity, linking these to the optimal organizational forms.

DSH: 04 - ADMINISTRATION

#057 Selecting Appropriate Educational Objectives.

(Los Angeles, CA: Vincent Associates, 1967)
6 pp.

The general objective of the program is to develop a more positive attitude toward behaviorally stated objectives.

DSH: 48 - INSTRUCTION

#092 Techniques and Resources for Guiding Adult Groups.
Minor, Harold D.
(New York, NY: Abingdon Press, 1968)
159 pp.

The book is divided into four sections: group life, guiding a study group, ways of learning, and resources for learning. Under these broad headings are listed many specific methods techniques to be used in working with adult groups. In addition, a comprehensive examination of the role of the group leader is provided.

DSH: 16 - COMMUNICATIONS; 25 - COUNSELING; 48 - INSTRUCTION

#116 School Dropouts: A Commentary and Annotated Bibliography.
Miller, S.M.; Salcem, Betty L.; Bryce, Herrington
(Syracuse, NY: Syracuse University Youth Development Center, 1964)
131 pp.

The study examines the characteristics of school dropouts and provides an annotated bibliography of research on the subject.

DSH: 76 - RESOURCES

#120 The Community is the Classroom.
Irwin, Martha; Russell, Wilma
(Midland, MI: Pendell Pub Company, 1971)
129 pp.

Irwin and Russell explore the uses of the community as a learning environment for elementary and secondary school students. They discuss techniques which may be employed to create an open environment for learning by using the community as an educational resource.

DSH: 48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

#121 Foundations of Community Education.
Decher, Larry E.
(Midland, MI: Pendell Pub Company, 1972)
85 pp.

Community education, as used by Decher, is an attempt to make education more relevant and accountable to today's societal needs. The book discusses the development of community education theory and the history of the community education movement.

DSH: 36 - FOUNDATIONS

#183 A Model for a Dissemination System.
Region IV ABE, Staff Development Project

The work details a step-by-step approach to building a dissemination model for educational products and practices.

DSH: 62 - PROGRAMS; 64 - PROGRAM DEVELOPMENT

#238 Community Service and Continuing Education: A Literature Review.
Whipple, James B.
(Syracuse, NY: Publications in Continuing Education and ERIC Clearinghouse on AE, Syracuse University, 1970)
76 pp.

Whipple provides an analysis of emerging trends and developments in university programs in continuing education and community services. His analysis is based on a review of reports submitted to the ERIC Clearinghouse on Adult Education on community service and continuing education.

DSH: 60 - LIFELONG LEARNING; 88 - TRENDS

#242 Introduction to Group Dynamics.
Knowles, Malcom; Knowles, Lulda
(New York, NY: Association Press, 1972)

This book attempts to bridge the gap between the social scientists and the practitioners of group leadership. Will acquaint the reader with the language of group dynamics.

#244 The Modern Practice of Adult Education, Androgody Versus Pedagody.
Knowles, Malcom S.
(New York, NY: Association Press, 1970)
384 pp.

This book is designed to serve as a guide and reference work for the practice of adult education. It is a book that can be used in organizing programs, in problem solving and in understanding the theory and practice of adult education.

DSH: 64 - PROGRAM DEVELOPMENT; 00 - GENERAL

#285 Volunteers In Education; A Handbook for Coordinators of Volunteer Programs.
(Philadelphia, PA: The Recruitment Leadership and Training Institute, Temple University, 1975)
144 pp.

The handbook provides a basic outline for those who wish to establish or improve a volunteer program. The emphasis is on building a program which is suited to local needs and situations. Funding, recruitment, organization, administration and training are discussed in detail.

DSH: 04 - ADMINISTRATION

#286 A Philosophical Approach For Volunteers.
Williams, Pally F.
(The University of Mississippi, School of Education, 1974)
94 pp.

This book is aimed at the use of volunteers in programs, rural or urban. The intended audience is the volunteer, the principal, the volunteer coordinator and all persons interested in the phenomenon of volunteering.

DSH: 76 - RESOURCES

#287 ABC's, A Handbook For Educational Volunteers.
Chambers, Jewell C.
(Washington, D.C.: Washington Technical Institute, 1972)
47 pp.

The book will provide a basic outline for those establishing a volunteer program. The author recognizes that the basic outline should be modified to meet local needs and situations.

DSH: 04 - ADMINISTRATION; 72 - RESEARCH

#309 Training For New Trends.
(Albany, NY: The New York State Education Department, 1969)
83 pp.

The monograph is a report on a seminar designed to help leaders in adult education learn how to develop a capacity for emotional satisfaction in the elderly through the arts.

DSH: 88 - TRENDS; 84 - TEACHERS

#310 Training For New Trends.
(Albany, NY: The New York State Education Department, 1968)
83 pp.

The monograph is a report of a seminar designed to explore the possibilities for enriched programming, the development of supportive services and the means for creating new center facilities for older Americans.

DSH: 88 - TRENDS

#311 Training For New Trends.
(Albany, NY: The New York State Education Department, 1967)
80 pp.

The monograph is a report of a seminar designed to explore the planning and provision of recreation opportunities for older Americans.

DSH: 88 - TRENDS

#312 Training For New Trends.
(Albany, NY: The New York State Education Department, 1966)
96 pp.

The monograph is a report of a seminar designed to explore the opportunities of providing programming for the elderly which provides them with worthwhile continuing education, greater self-fulfillment and an opportunity to be of service rather than to be served.

DSH: 88 - TRENDS

#318 Recruitment and Retention of the Adult Learner.
Walden, Bobbie L; Blair, J. Clyde; Brown, Lucy
(Montgomery, AL: Alabama State Department of Education, 1975)
42 pp.

This handbook discusses the techniques used in recruiting and retaining adult learners, through door-to-door recruiting and home based instruction.

DSH: 62 - PROGRAMS; 82 - STUDENTS

#371 The Organizational Trap and How To Get Out Of It.
Culbert, Samuel A.
(New York, NY: Basic Books, Inc., Publishers, 1974)
161 pp.

Culbert spells out a step-by-step consciousness-raising strategy that can help individuals get out and stay out of organizational traps. The strategy he presents is designed so individuals can discover discrepancies between their self-image and the organization's image of them, and how to turn these discrepancies into a new definition of one's organizational role.

DSH: 04 - ADMINISTRATION; 40 - FUTURES

#375 School Leadership Digest, "Community Involvement In Educational Governance".
(VA: ERIC Clearinghouse on Educational Management, National Association of Elementary School Principals, 1975)
25 pp.

The intent of the paper is to explore the philosophical issues raised by community involvement in schools in the context of the educational power structures.

DSH: 36 - FOUNDATIONS

#382 School Leadership Digest, "Community Schools".
Schofied, Dee
(VA: ERIC Clearinghouse on Educational Management, National Association of Elementary School Principals, 1974)
42 pp.

The purpose of the paper is to briefly investigate the theory, history and implementation of the community school movement. Topics included are: administration, staffing, curriculum, facilities and financing.

DSH: 76 - RESOURCES

#383 On Educational Change.
Bremer, John
(VA: National Association of Elementary School Principles, 1973)
52 pp.

In this essay Bremer discusses what can be done by an active and practical educational reformer who is aware of his own limitations as well as those of the organizations he is attempting to change. He provides a matrix to analyze the educational system to better understand the process of change in educational institutions.

DSH: 40 - FUTURES

#388 The Ecology of Education: Community.
(The National Elementary School Principal, 1973)
79 pp.

This issue of the National Elementary School Principal is devoted to the relationship between school and community. In a series of articles, noted educators discuss the meaning of community and how the school can design an education system which interacts with the community.

DSH: 64 - PROGRAM DEVELOPMENT

#397 Interpersonal Communication.
Schrank, Jeffrey
(Nites, IL: Argus Communication, 1974)

Interpersonal Communication is a tape series that can be used by small and large groups. The objectives of the series are: 1) to examine personal speech habits in order to increase self-awareness, and 2) to allow each listener to examine his or her own way of helping others who present problems.

DSH: 16 - COMMUNICATIONS

#416 Administrator's Guide to the Use of Volunteer Teachers.
Kozoll, Charles E.; Ulmer, Curtis
(NJ: Prentice-Hall, Inc., 1972)
56 pp.

Written from the point of view of a school Administrator, this book deals with volunteers; in particular the processes of screening, training, supporting and supervising volunteers.

DSH: 04 - ADMINISTRATION; 84 - TEACHERS

#420 Developing Successful Community Assistance Programs.
Kozoll, Charles; Ulmer, Curtis
(NJ: Prentice-Hall, Inc., 1971)
48 pp.

This guide is written for the adult education teacher and Administrator. The book's focus is on how and why to use outside resources and the breadth of the agency and individual assistance which is available.

#426 How To Train Teachers To Train Adults.
Luke, Robert A.; Ulmer, Curtis
(NJ: Prentice-Hall, Inc., 1971)

The focus of this guide is on the training of teachers for service in Adult Education. This guide draws examples for various fields of knowledge and experience and focus on those aspects of training teachers of adults.

DSH: 48 - INSTRUCTION

#437 Training Volunteer Leaders: A Handbook To Train Volunteers and Other Leaders of Program Groups.
(New York, NY: National Board of Young Men's Christian Associations, 1974)
189 pp.

This manual provides a comprehensive training program for leaders of small groups. While its origins and references derive primarily from the YMCA, it is intended for and will be useful to the leader in any organization which has or wants to develop a volunteer leadership training program.

DSH: 04 - ADMINISTRATION

#438 Citizen Participation In Urban Development, Volume I - Concepts and Issues.
(Washington, D.C.: NTL Institute for Applied Behavioral Science, 1968)
291 pp.

Represents issues central to the philosophy and goals of the institute (community development) in two ways; to the question of "participation", to discover the nature and consequences of various modes of participation - in interpersonal relations, in groups, organizations and larger social systems. Research on the consequences of the different patterns of participation are landmarks in guiding the exploration in learning and change. It also represents the traditional multidisciplinary and outreaching quality of the NTL Institute: for contributors are sociologist, city planners, action leaders and government officials.

DSH: 64 - PROGRAM DEVELOPMENT; 56 - LEGISLATION

#439 Citizen Participation in Urban Development, Volume II - Cases and Programs.
(Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969
348 pp.

The book is a compilation of research articles and essays on the experiences and practice of citizen participation in a variety of situations such as neighborhoods and schools.

DSH: 56 - LEGISLATION; 64 - PROGRAM DEVELOPMENT

#440 Citizen Participation in Urban Development: Volume III - Decentralization.
Spiegel, Hans
(Washington, D.C.: NTL Training Resource Corporation, 1974)
33 pp.

The work introduces the concept of decentralization and citizen participation in urban development. Special attention is given to recent efforts to create operational units close to the grassroots that are capable of policy and decision making and which broaden the base of citizen participation in government.

DSH: 56 - LEGISLATION; 64 - PROGRAM DEVELOPMENT

#443 A Humanistic Psychology Of Education: Making the School Everybody's House.
Schmuck, Richard A; Schmuck, Patricia A.
(Palo Alto, CA: National Press Books, 1974)
388 pp.

The work presents ways of humanizing schools by using theory and research available from the social sciences, particularly social psychology. The researchers use "humanizing" as a measurable phenomenon where the environment sets the stage for successful personal encounter, where ideas and feelings are openly expressed and where learning activities integrate with the interest and goals of the students and schools.

DSH: 52 - LEARNING; 72 - RESEARCH

#446 Teaching the Disadvantaged Adult.
Ulmer, Curtis
(Washington, D.C.: NAPCAE, 1969)
100 pp.

The pamphlet is designed to provide preservice education to teachers who will be working with adults. The topics which are discussed touch upon all aspects of teaching the disadvantaged adult.

DSH: 62 - PROGRAMS

#446 Handbook of Organization Development In Schools.
Schmuck, Richard A.
(Palo Alto, CA: Mayfield Publishing Company, 1972)
436 pp.

The handbook is a guide to planned actions for facilitating human responsiveness and adaptability in school organizations. Schmuck discusses organizational theory, training, communication, setting goals and conflict as they relate to improving the environment of the school.

#449 Effective Group Work: An Introduction to Principle and Method.
Klein, Alan F.
(New York, NY: Association Press, 1972)
384 pp.

The work describes and explains the methods which can be used to help groups achieve their goals. It describes the principles of working with groups and shows how these principles can be applied in different settings.

DSH: 48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

#451 A Handbook of Special Events For Nonprofit Organizations, Tested Ideas For Fund Raising and Public Relations.
Liebert, Edwin R.; Sheldon, Bernice
(New York, NY: Association Press, 1972)
224 pp.

The handbook is designed for amateur and experienced volunteers, directors and professionals. The book abounds with creative ideas and 'experience reports' from two veteran public relations and fund raising consultants on their experiences in presenting ideas that have proved successful for many community organizations, colleges, universities and hospitals.

DSH: 68 - PUBLIC RELATIONS; 76 - RESOURCES

#457 Toward the Style of the Community Change Educator.
Franklin, Richard
(Fairfax, VA: NTL Learning Resources Corporation, 1969)
25 pp.

Franklin discusses the roles of a community change educator. In this essay, he discusses five behavioral styles for a change agent and the outcomes which can be expected from using any of these roles.

DSH: 64 - PROGRAM DEVELOPMENT

#458 Leadership In Action.
(Fairfax, VA: NTL, National Education Association, 1961)
96 pp.

This publication attempts to bring together some of the articles and research studies which have been conducted on the issue of leadership since 1945. The articles included are designed to help action leaders in groups, organizations, agencies and communities.

DSH: 04 - ADMINISTRATION

#460 The Volunteer Community, Creative Use of Human Resources.
Rainman, Eva E.; Lippitt, Ronald
(Fairfax, VA: NTL Learning Resources Corporation, 1971-1975)
176 pp.

This book is written to meet an apparent need for reviewing and evaluating the area of voluntary activities. The author believes that with the growing base of social science and concept development, it is very important to help link theory concept, theory and value to the methods, strategies and skills needed for success in the effective recruitment and utilization of volunteers.

DSH: 04 - ADMINISTRATION

#462 Effective Leadership In Voluntary Organization.
O'Connell, Brian
(New York, NY: Association Press, 1976)
202 pp.

The author has drawn on twenty years of experience in voluntary agencies to write this book which gives guidelines for making voluntary organizations effective instruments for citizen service and influence.

DSH: 04 - ADMINISTRATION

#465 Corporate Planning for Nonprofit Organization.
Hardy, James
(New York, Association Press, 1972)

The purpose of Corporate Planning is to assist in developing and implementing a comprehensive financial corporate planning process that will give further direction and vitality to nonprofit organizations.

DSH: 32 - FINANCES

#472 The Small Meeting Planner.
This, Leslie E.
(Houston, TX: Gulf Publishing Company, 1972)
234 pp.

This book assists the small meeting planner in recognizing the complicated mix of dynamic forces coming together at a meeting and in the designing of effective meeting plans. Ample examples of planning and evaluation sheets are provided as well as other guides and illustrations.

DSH: 04 - ADMINISTRATION; 16 - COMMUNICATIONS

#473 Community Education - What Makes the Difference.
Minzey, Jack
(Flint, MI: NCEA)
15 pp.

The paper is a reprint of a speech made by Minzey on the effects of community education. It is also available in cassette tape.

DSH: 36 - FOUNDATIONS

#489 The Role of the Teacher in Community Education.
Minzey, Jack
(Flint, MI: NCEA)
5 pp.

In this paper Minzey discusses the activities and functions of a teacher in a community school.

DSH: 84 - TEACHERS

#491 Assessing Community Needs - A Primer.
Allan, David
(Flint, MI: NCEA, 1974)
8 pp.

In this pamphlet, Allan presents the basic issues in conducting a community needs assessment.

DSH: 64 - PROGRAM DEVELOPMENT

#492 Citizen Action In Education: Focus on Community Education.
Institute for Responsive Education, December 1975

This publication of the Institute for Responsive Education focuses its attention on the broad idea of community education. This issue contains articles on the role of school principles in community education and funding community education.

DSH: 76 - RESOURCES

#494 The Emerging Community Education Model.
Weaver, Donald
(Kalamazoo, MI: NCSEA, 1972)
17 pp.

Weaver wrote this paper based on his discussions with community educators throughout the country. In it he suggests that a new community education model is emerging which is quite different from the traditional model.

DSH: 64 - PROGRAM DEVELOPMENT

#497 Community Education Research Monograph; Community Education: Issues and Answers.
(Flint, MI: OCER and NCEA, 1975)
61 pp.

This monograph attempts to cite what the goals of community education are. The Centers for Community Education and the Centers' role.

DSH: 72 - RESEARCH

#498 Community Education Research Monograph, The Community School Director.
Cwik, Peter J.
(Flint, MI: OCER and NCEA, 1975)

The monograph examines research conducted on the role of the community school director, the director and his effectiveness, and the director and his training program. Special emphasis is given to statistical research.

DSH: 72 - RESEARCH

#499 Community Education Research Monograph, The Community Advisory Council.
Cwik, Peter J.
(Flint, MI: OCER and NCEA, 1975)
68 pp.

The monograph examines research conducted on the role and functions of community advisory councils. Part one of the monograph is concerned with research conducted over councils in Los Angeles County. Part two focuses on research on councils in other areas of the county and community education.

DSH: 72 - RESEARCH

#501 Community Education and Research Monograph: Community Education and Recreation.
Cwik, Peter J.
(Flint, MI: OCER and NCEA, 1975)
57 pp.

The monograph begins with a brief summary of research findings on community education and recreation. It then examines the community use of school facilities from the legal and related research areas.

DSH: 72 - RESEARCH

#505 A Treasury of Techniques for Teaching Adults.
(NAPCAE, 1973)
48 pp.

The monograph provides various techniques and methods for teaching adults. It provides advice on how to make lesson plans, how to group adult students, how to make class varied and interesting and how to prevent students from dropping out.

DSH: 48 - INSTRUCTION

#509 The Second Treasury of Techniques for Teaching Adults.
(CAPCAE, 1970)
49 pp.

The monograph is a report of research on techniques and approaches developed for teaching the disadvantaged adult. Some of those techniques such as programmed instruction, students teaching students, and individualized instruction are presented in the report.

DSH: 48 - INSTRUCTION; 62 - PROGRAMS

#516 Coordinating Human Services: New Strategies for Building Human Services.
Aiken, Michael
(San Francisco, CA: Jossey-Bass, Inc., 1975)
206 pp.

This book shows how community services can be made more efficient through the use of coordinated delivery systems by organizing procedures for providing services so they are complete, continuous and in proper sequence.

DSH: 64 - PROGRAM DEVELOPMENT

#517 Paraprofessional Workers In Educational Settings, Child Care Services.
(New York, NY: State Education Department, Bureau of Continuing Services, Curriculum Development)

The guide is designed to assist directors of adult education and occupational education in organizing training programs for paraprofessional w workers. Each training module focuses on specific job responsibility such as participation, preparing teaching aids and assisting staff with clerical activities.

DSH: 04 - ADMINISTRATION

#538 Learning To Work in Groups.
Miles, Matthew B.
(New York, NY: Columbia University, 1959)
285 pp.

Miles presents specific programs and activities for improving the effectiveness of school groups, from the classroom to the board of education. Included are specific guides for designing training programs for working groups, assuming the trainer's roles, evaluating the training programs and organizing training activities.

DSH: 16 - COMMUNICATIONS

#540 Community Adult Education.
Snow, Robert
(New York, NY: G.P. Putnam's Sons, 1955)
170 pp.

The book is offered as a guide for those who supply leadership to Adult Education activities on both the operating and supervisory levels. It suggests methods for appraising community needs, for marshalling resources and organizing for effective action.

DSH: 64 - PROGRAM DEVELOPMENT

#577 The Educative Community, Linking the Community, School and Family, Professional Educators.
Heimstra, Roger
(Lincoln, Nebraska, Publications, Inc., 1972)
116 pp.

Heimstra presents a model for the establishment of an educative community. The components of this model include the school, family and community. He argues that in order to increase the quality of community life, these three components must be brought together to engage in an interactive process of education.

DSH: 60 - LIFELONG LEARNING; 64 - PROGRAM DEVELOPMENT

#587 Public Relation For School Personnel.
Mayer, Frank
(Midland, MI: Pendell Publishing Company, 1974)
273 pp.

This book has been written to serve as a guide for those school officials who want to develop a planned public relation program. It includes ideas and suggestions for students, teachers, administrators and other school personnel in developing effective public relations.

DSH: 16 - COMMUNICATIONS; 40 - FUTURES; 68 - PUBLIC RELATIONS

#588 The Community School Principal - New Horizons.
Burden, Larry; Whitt, Robert L.
(Midland, MI: Pendell Publishing Company, 1973)
250 pp.

Burden and Whitt examine the roles of the principal in a community school. The authors show how the community school principal can take a leadership role in promoting and implementing the community education concept.

DSH: 04 - ADMINISTRATION

#590 Focus: Seven Steps to Community Involvement in Educational Problem Solving.
Winecoff, Larry; Powell, Conrad
(Midland, MI: Pendell Publishing Company, 1975)
55 pp.

The model developed by Winecoff and Powell is designed to develop problem solving skills and to involve diverse groups of people in seeking solution to real problems through a simple community involvement process.

DSH: 40 - FUTURES; 64 - PROGRAM DEVELOPMENT

#592 Community Education: A Developing Concept.
Seay, Maurice F., and Associates.
(Midland, MI: Pendell Publishing Company, 1974)
424 pp.

This book discusses the process of community education and shows how it could be used to meet educational needs in any community - urban, rural, small town or large town. It is concerned about the role of education and how community education can encourage cooperation, meet real learning needs, enliven the school and improve the community life.

DSH: 00 - GENERAL

#594 Community Education: From Program to Process.
LeTarte, Clyde E.; Minzey, Jack
(Midland, MI: Pendell Publishing Company, 1972)

The book defines contemporary community education and discusses how the concept can be implemented. In the work Minzey and LeTarte argue that community education must move from a program orientation to a process orientation which involves people in community action.

DSH: 00 - GENERAL

#595 The Community Education Handbook.
Berridge, Robert J.
(Midland, MI: Pendell Publishing Company, 1973)
118 pp.

The purpose of the handbook is to provide a step-by-step description of building a community education project.

DSH: 04 - ADMINISTRATION; 64 - PROGRAM DEVELOPMENT

#596 A Handbook For the Community School Director.
White, Robert L.
(Midland, MI: Pendell Publishing Company, 1971)
133 pp.

This book presents facts and information to help solve the realistic problems occuring in the everyday operation of the Community Education concept.

DSH: 76 - RESOURCES; 04 - ADMINISTRATION

#597 Education II - Revisited, A Social Imperrative.
Kerensky, Vasil M.; Melby, Ernest O.
(Midland, MI: Pendell Publishing Company, 1975)
203 pp.

In this work, Kerensky and Melby reject such traditional educational assumptions as: since children will inevitably fail, the school provides the child's entire education and knowledge is the end of education. They argue that the present school system is inappropriate to present needs. They offer, in its stead, the concept of community education as a way to reconstruct America's educational system.

DSH: 60 - LIFELONG LEARNING; 64 - PROGRAM DEVELOPMENT

#598 The Power of Community Education.
Totten, W. Fred
(Midland, MI: Pendell Publishing Company, 1970)
169 pp.

Totten examines the benefits of community to individuals, groups, communities and society. In addition, he briefly summarizes the components for establishing community education.

DSH; 64 - PROGRAM DEVELOPMENT

#599 The Role of the School in Community Education.
Hickey, Howard
(Midland, MI: Pendell Publishing Company, 1969)
135 pp.

The author attempts to define the school's role in the community. According to the author, the most urgent need is to help people help themselves. The work discusses topics related to community schools such as: philosophy, financing, program development and evaluation.

DSH: 00 - GENERAL

#601 The Paraprofessionals or Teacher Aides.
Shank, Paul C.; McElroy, Wayne R.
(Midland, MI: Pendell Publishing Company, 1970)
80 pp.

The purpose of the handbook is to provide teachers and school administrators with a guide for the selection, preparation and assignment of teacher aides, to set forth some practical information for teacher aides; and, to present lessons of proven worth and methods of organization for the teaching of these lessons.

DSH: 64 - PROGRAM DEVELOPMENT

#608 Effective Planning for Better School Buildings.
Thrasher, James M.
(Midland, MI: Pendell Publishing Company, 1973)
35 pp.

This publication set up a framework for establishing a school facilities planning process. Thrasher emphasizes that citizens, students and teachers as well as architects and administrators should be actively involved in planning for school facilities.

DSH; 40 - FUTURES

#609 Community/Schools and Interagency Programs, A Guide.
Ringers, Jr., Joseph
(Midland, MI: Pendell Publishing Company, 1976)
168 pp.

In this work, Ringers presents processes by which a variety of agencies can be brought together effectively to share resources in a cooperative effort that produces maximum results.

DSH: 12 - AGENCIES; 64 - PROGRAM DEVELOPMENT

#610 People Helping People, An Overview of Community Education.
Decker, Larry E.
(Midland, MI: Pendell Publishing Company, 1975)
22 pp.

The pamphlet presents an overview of community education as a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. In addition, it briefly discusses each of the major components of a community education project.

DSH: 64 - PROGRAM DEVELOPMENT

#612 Education for Citizen Action, Challenge for Secondary Curriculum.
Newman, Fred M.
(Berkeley, CA: McCutchan Publishing Company, 1975)
198 pp.

Newman contends that if all barriers to citizen participation were removed. and public issues made less complex, many people would still be incapable of effective civic participation because they are incompetent. In this book he argues for a secondary school curriculum that would increase individual competence to enhance citizen effectiveness in public affairs.

DSH: 64 - PROGRAM DEVELOPMENT

#625 Self-Directed Learning, A Guide for Learners and Teachers.
Knowles, Malcolm S.
(Associated Press, 1975)
135 pp.

Knowles provides answers to the what, when, how and why of the lifelong learning concept. All facets of lifelong learning, from planning to evaluation, are covered.

DSH: 60 - LIFELONG LEARNING

#646 Training the Community Educator: A Case Study Approach.
Bernridge, Robert
(Midland, MI: Pendell Publishing Company, 1977)
150 pp.

The work is a collection of 24 case studies on various aspects of community education. The text is designed to be used as a tool to develop conceptual, technical and human relations skills which can be used by community educators.

DSH: 04 - ADMINISTRATION; 48 - INSTRUCTION

#660 How to Achieve Accountability in the Public Schools.
Dyer, Henry

Dyer examines the concept of accountability as applied to schools. The purpose of his analysis is to focus on some of the major assumptions implicit in the principle of accountability in order to show the kinds of operational problems they can generate.

DSH: 04 - ADMINISTRATION

#661 Needed. A New Kind of Teacher.
Wilson, Elizabeth C.
(Bloomington, IN: PDKEF, 1973)
33 pp.

The essay examines the needed qualities and characteristics of the teacher in a rapidly changing world. The thrust of the essay is on teacher involvement in the community, self-directed learning for teachers, better teaching skills and the educational options which will assist in meeting the needs of teachers in the rapidly changing world.

DSH: 84 - TEACHERS; 60 - LIFELONG LEARNING

#676 How to Recognize a Good School.
Postman, Neil; Weingartner, Charles.
(Phi Delta Kappa (Fastback), 1973).
The monograph is an attempt to indicate some of the background and consequences of what is known as the school reform movement. The authors suggest the ways school criticism can be used effectively when school personnel use the criticism to recreate the school.

DSH: 36 - FOUNDATIONS

#681 Marshalling Community Leadership to Support the Public Schools.
Estes, Nolan
(Bloomington, IN: PDKEF, 1974)
34 pp.

As defined by Estes, marshalling is a process of involving all levels of community leadership in schools. In the monograph, he presents ways in which the school superintendant can achieve community involvement in the school.

DSH: 04 - ADMINISTRATION

#684 The Humane Leader.
Dale, Edgar
(Bloomington, IN: PDKEF, 1974)
34 pp.

This book explains the importance of humanistic attitudes between teachers and students. It advocates a shift from "me"-centered thinking to "we"-centered thinking.

DSH: 04 - ADMINISTRATION

#688 Optional Alternative Public Schools.
Smith, Vernon
(Bloomington, IN: PDKEF, 1974)
40 pp.

The author explores the development of optional alternativespublic schools with the goal to make public education more responsive to the needs of the community.

DSH: 40 - FUTURES; 64 - PROGRAM DEVELOPMENT

#692 Violence in the Schools: The Causes and Remedies.
Berger, Michael
(Bloomington, IN: PDKEF, 1974)
34 pp.

Berger examines the causes of violence in the schools and suggestions for long range solutions to the problem.

DSH: 52 - LEARNING; 28 - EVALUATION

#701 School Volunteers: Who Needs Them?
Masters, Charlotte
(Bloomington, IN: PDKEF, 1975)
45 pp.

This essay illustrates how one community developed a "volunteers in education" program. The success of the program led to the development of a statewide supportive service network for school volunteers.

DSH: 36 - FOUNDATIONS

#708 The People and Their Schools: Community Participation.
Fantini, Mario
(Bloomington, IN: PDKEF, 1975)
37 pp.

Fantini discusses the issues of community participation in schools. He discusses the rights and responsibilities of the major actors in such participation, the parents, the students, the teachers and the school administrators. Further, he suggests ways in which community participation in schools can be implemented and used effectively.

DSH: 04 - ADMINISTRATION

#710 The Community as Textbook.
Williams, Catharine
(Bloomington, IN: PDKEF, 1975)
30 pp.

Williams looks at the community as a learning resource and offers strategies to determine the learning resources available in a community.

DSH: 48 - INSTRUCTION; 76 - RESOURCES.

#711 Students Teach Students.
Lippitt, Peggy
(Bloomington, IN: PDKEF, 1975)
42 pp.

Lippitt discusses a "students teaching students" program she helped begin. In the pamphlet she examines all facets of the program and provides suggestions about duplicating such efforts.

DSH: 48 - INSTRUCTION; 82 - STUDENTS

#739 Community Education Goals, A Model Program for Community Involvement.
DeLargy, Paul F.
Midland, MI: Pendell Publishing Company, 1974)

CEGA is a program designed for ascertaining educational goals and for developing community education programs. The CEGA kit includes materials and instructions needed to develop community identified educational goals.

DSH: 40 - FUTURES; 64 - PROGRAM DEVELOPMENT

#741 How Adults Learn.
Kidd, J.R.
(New York, NY: Association Press, 1976)
318 pp.

The book examines the theory and practices of learning during the adult years. According to Kidd, the book is written for the practitioner rather than the theoretician.

DSH: 52 - LEARNING

#742 Information for the Community.
Kochen, Manfred; Donohue, Joseph C.
(Chicago, IL: American Library Association, 1976)
282 pp.

This book is concerned with the individual need for everyday information in solving his problems related to his health and welfare. It also refers to agencies that provide services and information, which are referred to as "Information and Referral" (I&R). This book presents some background and conceptualizing for the planning of such services and methods to make this work.

DSH: 16 - COMMUNICATIONS; 76 - RESOURCES

#782 How to Prepare a Research Proposal.
Krathwohl, David R.
(Syracuse, NY: Syracuse University, 1977)
122 pp.

Krathwohl presents a compendium of extremely useful suggestions for those seeking funds for behavioral science research. The monograph is divided into four sections as follows: a checklist of research proposals; general comments on the preparation of proposals; the preparation of of the proposal; and aids to proposal preparation.

DSH: 76 - RESOURCES

#801 Appalachian Right to Read Community Based Centers: Rowan County, KY, Montgomery County, KY, Pike County,OH. Self-Evaluation Report.
(Morehead, KY: Morehead State University, 1973)
65 pp.

This is a report by the Appalachian Adult Center, on the programs designed for the training of para-professionals to deliver reading instruction in the homes of illiterates and functionally illiterate adults.

DSH: 62 - PROGRAMS

#826 What the People Think About Their Schools: Gallup's Findings.
Smith, Vernon; Gallup, George H.
(Bloomington, IN: PDKEF, 1977)
66 pp.

This paper includes the complete text of the eighth annual Gallup poll on the public's attitude toward education and its analysis of the report. The final section offers instructions for conducting an educational poll of your own.

DSH: 80 - STATISTICS; 28 - EVALUATION

#828 Federal Programs Supporting Lifelong Learning.
(Washington, D.C: Institute for Educational Leadership; George Washington University, 1976)
23 pp.

A compilation of Federal Lifelong Learning Programs - programs, "which serve all types of students past compulsory age through the provision of educational and training service."

#840 A Trainers Guide to Androgogy, Its Concepts, Experience and Application.
Ingalls, John D.
(MA: Data Education, Inc., 1973)
242 pp.

This training handbook was designed for the personal and professional development of staff trainers and manpower administrators. The book provides a syllabus and training guide in the concepts and techniques of teaching adults through the androgogical approach.

DSH: 48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

#858 Effective Interpersonal Relationships.
Berzon, Betty; Reisel, Jerome
(CA: University Associates, 1976)

This cassette tape assisted learning program focuses on the development of basic interpersonal skills in a set of ten lessons. At the beginning of each session participants listen to the tape and proceed with the activity described. Each tape lasts one and one-half hours.

DSH: 16 - COMMUNICATIONS

#860 Understanding People: Models and Concepts.
Boshear, W.; Albrecht, U.
(CA: University Associates, Inc., 1977)
276 pp.

This resource book is designed for learning facilitators and human relations professionals. It covers a broad range of applied human relations theories that can be incorporated into training and development activities.

DSH: 68 - PUBLIC RELATIONS

#868 Making Meetings Work.
Bradford, Leland P.
(CA: University Associates, Inc. 1976)
121 pp.

Making Meetings Work contains suggestions and ideas for improving the effectiveness of meetings. Bradford examines the role of leadership and the types of leader behavior that produces results in group meeting settings.

DSH: 04 - ADMINISTRATION; 16 - COMMUNICATIONS

#961 The Saber-Tooth Curriculum.
Peddiwell J. Abner
(McGraw-Hill, 1939)
139 pp.

The book contains a series of five satiric lectures by an alleged professor of education at a mythical college. It has achieved the reputation as a minor classic among those whose views on the educational curriculum are not entirely favorable.

DSH: 48 - INSTRUCTION; 52 - LEARNING

#997 24 Group Methods and Techniques In Adult Education.
(Washington, D.C.; Educational Systems Corporation, 1969).
51 pp.

The book is designed to give the adult educator a brief overview of the variety of group methods and techniques that have been used successfully by many groups and organizations. With each activity there is included a definition of the activity, areas of most effective use, reasons for using the technique or advantages, limitations in its use, physical requirements, and procedures.

DSH: 48 - INSTRUCTION; 52 - LEARNING

#1017 The Adult's Learning Projects: A Fresh Approach to Theory and Practice.
Tough, Allen.
(OISE, 1971)
191 pp.

Tough's work is based upon research findings on the adult learner. Employing the findings and implications of the studies, all of which focus on the adult's learning projects, he provides a fresh approach to theory and practice in adult education and learning. This approach is already proving useful for the researcher and the practitioner. The work encompasses the entire range of deliverate adult learning -- self-planned learning and private lessons as well as courses and workshops.

DSH: 48 - INSTRUCTION; 52 - LEARNING

#1021 Thresholds in Secondary Education.
Cronin, Joseph
(1976)
32 pp.
This magazine's main article is "The Complete School." The article takes a systematic look at educational needs and recommends procedures and strategies to address those needs. In addition, the magazine has several articles on adult continuing education.

DSH: 36 - FOUNDATIONS; 40 - FUTURES

#1044 Schooling In Capitalists America, Educational Reform and the Contradictions of Economic Life.
Bowles, Samuel; Gintis, Herbert
(New York, NY: Basic Books, Inc. 1976)
340 pp.

In this work Bowles and Gintis provide a comprehensive radical ctitique of the U.S. educational system.

DSH: 36 - FOUNDATIONS

#1063 Grants: How to Find Out About Them and What to Do Next.
White, Virginia P.
(New York, NY Plenum Press, 1975)
354 pp.

This book explains in an easy-to-read style what the grant business is all about, where the funds are, and how to go about getting your project supported properly.

DSH: 48 - INSTRUCTION; 52 - LEARNING

#1064 A Guide to Sources of Educational Information.
Woodbury, Marda
(Washington, D.C.: Information Resources Press, 1977)
371 pp.

The monograph provides a comprehensive resource listing of where and how to obtain every type of information pertaining to education and educational affairs.

DSH: 76 - RESOURCES

#1086 Community School Guidelines and Funding Sources.
(Community Education)

The monograph provides guidelines and suggestions for establishing a community school program and identifies potential sources of funding for community school programs.

DSH: 04 - ADMINISTRATION; 82 - FINANCES

#1087 A Brief Summary of A Training Workshop for Community Education Regional Representatives.
(Albany, NY: 1977)
11 pp.

The paper provides an evaluation and summary of a community education training workshop.

DSH: 64 - PROGRAM DEVELOPMENT

#1088 Community Education.
Udell, Donald S.
(Copyright Pending, 1977)

Contains 4 Chapters in Community Education:
I A Historical Perspective of Community Education
II The Evolution of the Community Education Philosophy
III The Technology of Community Education
IV Factors Influencing Success in Achieving Community Education Goals

DSH: 36 - FOUNDATIONS

#1096 Public Involvement.
Nyquist, Ewald B.
(Albany, NY: The New York State Education Department, 1977)

This pamphlet discusses the development of an educational partnership among parents, students, school personnel and citizens in the New York State school districts.

DSH: 16 - COMMUNICATIONS

#1101 No-Nonsense Delegation.
McConley, Dale D.
(New York, NY: AMACOM, 1974)
228 pp.

The work explores the "whys" and "hows" of delegation with the ultimate goals of achieving better results and contributing to a more effective organization.

#1112 Lifelong Education, the Curriculum and Basic Learning Needs Final Report.
(Regional Seminar, Thailand: UNESCO Regional Office for Education in Asia, 1976)
32 pp.

The report presents the results of a UNESCO sponsored educational seminar. The objectives of the seminar were to consider the concepts of lifelong education and its implications for curriculum.

DSH: 64 - PROGRAM DEVELOPMENT

#1118 Grassroots Grantsmanship, Proposal Development, Hints for Community Groups.
Baille, Susan
(Syracuse, NY: Syracuse University, Center for Community Education, 1977)
35 pp.

This paper includes (1) Introductory review of some basic areas which proposal writers should know, (2) Types of funding, general sources of information about funding, and (3) Procedures to be used in designing and writing a good proposal.

DSH: 48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

#1125 Adults Teaching Adults.
Greer, Miller and Verdiun
(Austin, TX: Learning Concepts, 1977)

This resource book offers practical suggestions to improve teaching style. Teachers will find specific directions on how to: write behavioral objectives, design learning activities, organize lesson plans, use community resources and devise tests. Each of the steps in the instructional process is illustrated with examples from the adult education classroom.

DSH: 48 - INSTRUCTION

#1131 Course Length Versus Course Price: Marketing Factors in Program Planning.
Lamoureux, Marvin E.
(Paper presented to: National Adult Continuing Education Conf. Detroit, MI, 1977)

Paper discussed two comparative based rationale in marketing management: the institutional rationale and the functional rationale.

DSH: 04 - ADMINISTRATION; 32 - FINANCES

#1141 The Individualized System, Student Participation in Decision-Making.
Alexander and Farrell
(Canada: OISIE, 1975)
125 pp.

This book is a report of research conducted by the Ontario Institute for Studies in Education on student participation in decision-making in schools. The researchers provide a series of recommendations for increasing student participation in decision making.

DSH: 04 - ADMINISTRATION; 82 - STUDENTS

#1174 The Grants Planner.
Conrad, David L.
(Los Angeles, CA: The Institute for Fund Raising, 1977)

This book is a unique combination of background information, "how-to" instruction, and valuable tasks for today's grant seeker. It includes: systems approach to grantsmanship, a series of forms, worksheets, and checklists one can use in soliciting grants, grant reference information and a Grants Bibliography of the most important works and articles in the field, theoretical and practical guides and articles.

DSH: 32 - FINANCES

#1177 Training and Development Handbook.
Craig, R.L.
(New York, NY: McGraw-Hill Book Co., 1976)

This is a very comprehensive handbook on training program planning, design, and development for professional groups in business and industry. It deals with all major components of a training program in the form of intensive essays contributed by a large number of experts in the field of training and development.

DSH: 04 - ADMINISTRATION; 48 - INSTRUCTION

#1184 Citizen Participation: What Others Say... What Others Do..."
Warden, John W.
(Charlottesville: University of Virginia, School of Education, 1977)
24 pp.

"Citizen Participation" contains information about the philosophy behind such voluntary organizations as Community Development Corporations, community education, etc., which are run for citizens by citizens. The booklet provides resources and techniques for organizing and operating such organizations.

DSH: 56 - LEGISLATION; 64 - PROGRAM DEVELOPMENT

#1194 Community Education Series - Unit 101: The Community Education Concept and Nature and Function of the Community School.
Totten, W.F.; Manley, F.J.
(Flint, MI)
54 pp.

The booklet discusses the concept of community education and its functioning in a school setting.

DSH: 64 - PROGRAM DEVELOPMENT

#1220 The Grantsmanship Workplan.
Costanza, James
(CA: The Eckman Center, 1974)
103 pp.

This book is designed to help one obtain needed project funding. It explains the overall process for proposal writing, and includes a glossary of terms.

DSH: 48 - INSTRUCTION; 32 - FINANCES

#1222 The Project Manager's Workplan.
Costanza, James
(CA: The Eckman Center, 1976)
83 pp.

This book is designed for a person who is asked to manage or direct a project. It is ideal for training projects, research, evaluation, and developmental projects.

DSH: 04 - ADMINISTRATION

#1226 The Art Museum As Educator.
Newsome, Barbara Y; Silver, Adele Z.
(CA: University of California Press, 1978)
830 pp.

The aim of the book is to broaden understanding of the educational aspect of museum operations, stimulate thought about it and to improve ways in which museums can help all of us in our lifelong education.

DSH: 62 - PROGRAMS

#1241 Community Resources and Services to Help Independent Living.
Herz, Kurt G.
(Pub. in The Gerontologist, Vol II., No. I, Spring, 1971, Part I.)
12 pp.

The essay discusses community resources and services which are provided on the neighborhood level and identifies the possible resources which can be developed and used by older adults to achieve independent living.

DSH: 60 - LIFELONG LEARNING; 76 - RESOURCES

#1256 Creating Interagency Projects, School and Community Agencies.
Ringers, Joseph Jr.
(VA: Community Collaboraters, 1977)
56 pp.

Ringers explains the rationale for and concept of cooperation. The manual provides suggestions for developing and implementing community interagency programs.

DSH: 64 - PROGRAM DEVELOPMENT; 72 - RESEARCH

#1257 Community Involvement for Classroom Teachers.
Hager, Donna L.
(Charlottesville, VA: Mid-Atlantic Center for Community Education, School of Education, University of Virginia, 1977)
63 pp.

This publication is intended to identify selected elements of community involvement programs and processes that directly relate to classroom teachers. The work provides teachers with a theoretical base to support the concept of community involvement as well as practical ways to implement basic elements of community education.

DSH: 84 - TEACHERS

#1258 Community Schools.
Baas, Alan M.
(Augene OR: ERIC Clearinghouse of Educational Management, 1973)
8 pp.

The author states the definition of community education, community schools, and neighborhood schools. He also includes discussion of the concepts, methods, trends, and personnel of the community school.

DSH: 36 - FOUNDATIONS

#1261 The Federal Register, What It Is and How to Use It.
(Washington, D.C: National Archives and Records Service, General-Service Administration.)

The monograph presents a guide to the understanding and use of the Federal Register. The Federal Register contains the latest information about grants, legislative rules and regulation changes, and government agency meetings.

DSH: 76 - RESOURCES

#1265 Selected Effects of the Community on the School.
Cwik, Peter J.
(Flint, MI: Office of Community Education Research, 1976)
46 pp.

This monograph deals with various areas of cooperation between the community and the school, stressing how the community has helped the school resolve disciplinary and other related problems.

DSH: 72 - RESEARCH

#1267 Paraprofessionals in Education.
Mark, J.L.
(New York, NY: Bank Street College of Education, 1976)
108 pp.

Mark's study discusses the training and utilization of paraprofessionals in school systems enrolling 5,000 or more pupils.

DSH: 84 - TEACHERS

#1272 A Guide to Grantsmanship.
Michaels, Donald M.; Mayrand, Lee

This guide contains information on major sources of local, state and federal funding. It deals with various stages an applicant has to go through before he gets the grant, including the proposal writing and planning for the project.

DSH: 32 - FINANCES; 48 - INSTRUCTION

#1284 Politics and Lifelong Learning, An Explanation of Citizen Strategies.
Rosenthal, Edward L.
(New Brunswick, NJ: Rutgers Labor Education Center, 1976)
18 pp.

This article explains how to prompt the political process to respond to the demands of the millions of citizens engaged in or wishing to participate in lifelong learning.

DSH: 60 - LIFELONG LEARNING; 56 - LEGISLATION

#1295 Programs for Adults.
Schlossberg, Nancy K.
(Personnel and Guidance Journal, 1975)
5 pp.

The paper examines the possible community resources available for use in adult education programs and explores the potential for adult development.

DSH: 64 - PROGRAM DEVELOPMENT

#1305 State Planning for Lifelong Learning: Improving Access for All Citizens.
(A Report of a National Invitational Conference, Orlando, FL, 1977. Published by George Washington University: National Center for Educational Brokering, 1977)
209 pp.

The monograph is a report of a National Invitational Conference, held in Orlando, FL during February 1977. The broad focus of the conference was:

I. State Policy planning for lifelong learning
II. The Concept of educational brokering
III. The phenomena of non-institutionalized post-secondary education delivery systems.

DSH: 36 - FOUNDATIONS; 60 - LIFELONG LEARNING

#1309 New Ways of Managing Conflicts.
Likert, R. and J.
(McGraw-Hill Book Company, 1976)

This book applies Likert's study for measuring attitudes, in studying conflict and human dimensions of organizations. The principles and step-by-step procedures used here enable administrators in business, government, community groups, etc., to reduce internal and external conflict and improve performance.

DSH: 04 - ADMINISTRATION

#1310 How to Make Meetings Work.
Doyle, Michael; Straus, David
(Wyden Books, 1976)

This book delineates an entirely new and sophisticated method of organizing and running meetings so they become more interesting, more productive, and more democratic. The method is ascribed to the authors, who are interaction consultants.

DSH: 04 - ADMINISTRATION; 16 - COMMUNICATIONS

#1311 Consultation.
Blake, Robert R.; Morton, Jane S.
(Reading, MA: Addison Wesley Publishing Company, 1976)

This book provides a systematic presentation of the scope of the consulting field. Emphasis throughout is on the dynamics of the interaction between consultant and client. Techniques employed in each case have been described to the degree necessary for learning the particular approach and its "how to do it" aspects.

DSH: 24 - COUNSELING

#1314 The Effective Management of Volunteer Programs.
Wilson, M.
(Volunteer Management Association, 1976)

This book is considered a landmark in the application of management principles to administration of volunteer programs. What the learning needs of volunteers are and how to meet them are two major goals of this book.

DSH: 04 - ADMINISTRATION

#1319 The 1978 Annual Handbook for Group Facilitators.
Pfeiffer and Jones
(LaJolla, CA: University Association, Inc., 1978)

Deals with a large number of practical issues involved in training of facilitators and conductors of group discussions, etc. It is a manual of instructions and a compendium of valuable ideas for any person in charge of group dynamics.

DSH: 16 - COMMUNICATION

#1320 The Consulting Process in Action.
Lippitt, Gordon and Ronald
(LaJolla, CA: University Association, 1978)

This volume contains concepts, strategies, and techniques in consultation. This has been organized in compact form in an effort to contribute to the growing needs of professional and non-professional helpers: consultants, counselors, supervisors, administrators, etc.

DSH: 24 - COUNSELING

#1332 Outreach to Aging Blind: Some Strategies for Community Action.
Dickman, Irving.R.
(1977)
166 pp.

This publication seeks to make clear the two essential ingredients of any strategy of action on behalf of older persons with serious eye problems. First, the effort must be local - on the community level, and second, it must be based on the collaboration and partnership of all organizations and agencies concerned.

DSH: 62 - PROGRAMS

#1354 The Proposal Writer's Swipe File II.
Brodsky, Jean
(Washington, D.C.: Taft Products, Inc. 1976)

Included are 14 professionally written grant proposals, prototypes of approaches, styles, and structures. This book serves as an excellent example that demonstrates how to obtain funding for various forms of social action and educational programs.

DSH: 62 - PROGRAMS

#1365 Family Development Series: About Your Community.
Udvari, Stephen S.
(1973)
94 pp.

Book I: Where to Go, Who to See, What to Do
1. You and Your Problems
2. Social Services
3. Health and Medical Services
4. Employment Services
5. Legal Services
6. Recreational Services

Book II: Being an Informed Citizen
1. Your rights as a Citizen
2. Citizen Responsibilities
3. Voting: A Right as a Citizen
4. Information and Opinion
5. Propaganda and Opinion

Book III: Your Family
1. The Family, the Home, and You
2. Getting Along in Marriage
3. Understanding Family Members
4. Guiding Children and Building Character.

DSH: 62 - PROGRAMS

#1387 Community Education: An Amalgam of Many Views.
Minzey, Jack.
(Reprint, Phi Delta Kappan, 1972)
4 pp.

The article discusses the sudden interest in community education. It further explains the challenges involved in establishing a community base so that the responsibility for solving community problems rests with the community members themselves.

DSH: 62 - PROGRAMS

#1388 Improving the Breed.
Berger, Michael L.
(1972)
1 p.

A metaphorical essay on the development of non-traditional programs in education from British Open Classroom to Community Schools.

DSH: 64 - PROGRAM DEVELOPMENT

#1396 Outreach: University's Concern for Communities Around It.
Odokara, E.O.
(Nsukka, Nigeria: The University of Nigeria)
67 pp.

This booklet is an inventory of innovative continuing education services of the University of Nigeria, Nsukka, to the members of its surrounding communities.

DSH: 20 - COMPARATIVE

#1397 Developing Community Service and Continuing Education.
Farmer, James
(Sacramento, CA: Coor. Council for Higher Education, 1972)
108 pp.

The book is a report on the impacts of Title I of the 1965 Higher Education Act in the State of California. The objectives of this act were: 1) to help people solve community problems, and 2) to strengthen and improve community service and continuing education programs of institutions of higher education.

DSH: 62 - PROGRAMS

#1407 Curriculum Evaluation for Lifelong Education: Developing Criteria For the Evaluation of School Curricula in the Perspective of Lifelong Education.
Skager, Rodney; Dave, R.H.; Robinson, K.G.
(Oxford: Pengamon Press, 1977)
140 pp.

The Skager work is an initial attempt to clarify and systematize the various conceptual features of lifelong education and to "come to grips" with the concrete implications of the concept, especially as related to the organization of schooling and to the teaching and learning process. Skager and his associates, who were sponsored by the UNESCO Institute for Education, adopt a multinational approach to identify, state and clarify criteria for evaluating school curricula according to the principles of lifelong education.

DSH: 60 - LIFELONG LEARNING

#1408 A Guidebook for Developing a Retirement Preparation Program.
Kowalski, Helen
(Ithaca, NY: Cornell University, 1976)
102 pp.

This guidebook is intended for coordinators who are developing programs for retirement in adult education. The book goes into a detailed account of program planning and methods of engaging the participants, as well as program content.

DSH: 62 - PROGRAMS; 64 - PROGRAM DEVELOPMENT

#1409 Lifelong Education and Evaluation Practice.
Skager, R.
(Oxford: UNESCO Institute for Education and Pergamon Press, 1978)
155 pp.

In the work, Skager seeks to explore what evaluation would be like under lifelong education and to derive a set of rules under which it would operate. He also points up the significant areas where further research and development will be required for maximizing the usefulness and constructive character of evaluation for lifelong education.

DSH: 60 - LIFELONG LEARNING; 28 - EVALUATION

#1414 The Conference Coordinator: A Compilation of Articles and Presentations on His Role.
Goulette, George; Kulich, Jindra; Mueller, August
(Boulder, Colorado: University of Colorado, 1973)
66 pp.

The aim of this handbook is to assist in the upgrading of the conference coordinator's role. The authors have brought together various articles and presentations concerning the role of the coordinator. Included in the manual are: job descriptions of coordinators, training, competencies, professionalism, and conference coordination.

DSH: 76 - RESOURCES

#1415 A Roster of Community Development Problems and Some Alternative Solutions.
(Community Development Section, Adult Education Association)

The more than two dozen community development problems included in the monograph are accompanied by solutions that have been tried in a number of states by community workers representing a wide variety of disciplines. The cases cited are divided into three categories. (1) Human Resources, (2) Human Resource Target Groups, and (3) Natural Resources.

DSH: 76 - RESOURCES

#1418 Critical Incidents in School Administration: A Problems Approach to Educational Management For Teachers and Administrators.
Mills, Robert; Quick, Alan; Wolfe, Michael
(Midland, MI: Pendell Publishing Company, 1978)
146 pp.

Using a "problems approach" to simplify analysis, the authors have prepared a unique educational management resource manual for teachers and administrators. The book will assist the administrator in learning problem solving techniques and working successfully with the administrative team by touching on collective bargaining, legal and financial problems, student rights and responsibilities, etc. Each case taken from actual experience, is followed by several questions to stimulate thought and suggest solutions to the problem.

DHS: 04 - ADMINISTRATION; 84 - TEACHERS

#1420 Life-Centering Education.
Olsen, Edward; Clark, Philip
(Midland, MI: Pendell Publishing Company, 1977)
201 pp.

Life Centering Education is a call to action on the crucial problem of developing a functional life-concerns curriculum. The authors propose a functional plan for sequential, cumulative and realistic individual and group learning experiences based on the fact that there is only one species of human on our planet, and that is an endangered species. The book proposes a curriculum based upon enduring life concerns and related problems of living.

DSH: 48 - INSTRUCTION; 60 - LIFELONG EDUCATION

#1421 Planning and Assessment in Community Education.
Brubach, Harold; Decker, Larry
(Midland, MI: Pendell Publishing Company, 1977)
220 pp.

The volume deals specifically with the question of how community analysis is done. In part, it is a "how to do it" book which provides many suggestions and examples of what kind of information is useful and how to get it. The target audience is practicing community educators.

DSH: 28 - EVALUATION; 40 - FUTURES; 64 - PROGRAM DEVELOPMENT

#1422 Community Education Perspectives: Selections from Community Education Journal.
Kaplan, Michael; Worden, John
(Midland, MI: Pendell Publishing Company, 1978)
175 pp.

This collection of articles from the Community Education Journal is organized toward identifying some emerging trends, reviewing specific topic areas, and presenting additional questions concerning the theory and practice of community education. Topics include: History, Interagency Perspectives, Community Involvement, Planning, Roles and Education.

DSH: 00 - GENERAL

#1423 The Funding Process: Grantsmanship and Proposal Development.
Decker, Virginia; Decker, Larry
(Midland, MI: Pendell Publishing Company, 1978)
120 pp.

In this short work, the Deckers identify and discuss the factors and activities which are involved in writing grants and proposals for funding. These are: Pre-proposal phase, organizing for action, researching potential funding sources, general types of governmental funding, writing the proposal, submission and follow-up, grant administration.

DSH: 32 - FINANCES; 76 - RESOURCES

#1424 The Basic Steps of Planning.
Young, Ken
(Midland MI: Pendell Publishing Company, 1978)
24 pp.

The Basic Steps of Planning is based on the belief that those persons who know where they want to go in life and what it takes to get there have a much better chance of succeeding than those who are not sure of where they are going or why. The booklet is designed to explain the planning process and to serve as a guide in assisting people to understand the general nature of the process.

DSH: 40 - FUTURES; 64 - PROGRAM DEVELOPMENT

#1425 Conference Leader's Guide to Supervision and Management.
Charles Stewart Mott Foundation and the Industrial Relations Center, University of Chicago.
(Chicago, IL: 1958)

The Conference Leader's Guide is a manual which contains a series of papers designed for supervision and management training. Emphasis is placed primarily on budgeting, cost-effectiveness and time management. It is designed to be used with handouts and films which CREA does not have.

DSH: 04 - ADMINISTRATION; 32 - FINANCES

#1427 Training in Community Development.
Callahan, John
(Syracuse, NY: Continuing Education Center for Public Services)
100 pp.

In this series of articles, issues of community development are presented. These issues are divided into four categories: 1) housing and urban development, 2) social welfare problems, 3) intergovernmental relations, and, 4) intergovernmental fiscal relations. At the end of each category a bibliography and data resources section provides the reader with resources for further exploration.

DSH: 12 - AGENCIES; 48 - INSTRUCTION

#1428 Community Development in the Wayne Area.
Smith, William Dean
(Unpublished discussion paper, Wayne State University)
203 pp.

The purpose of the document is to describe some important components of the community development process and to relate these components in terms of their potential for realistic planning in the Detroit area. The focus of the study is on the developmental process and the process of change: what needs change, conditions of change, forces of change, instruments of change and development costs.

DSH: 64 - PROGRAM DEVELOPMENT; 88 - TRENDS

#1429 Toward a New Style Urban University.
(Detroit: Center for Urban Studies, Wayne State University, 1970)
130 pp.

The paper's main theme is the creation of a "new-style urban university" at Wayne State. This is a university that is urban, not merely because of its geographical location, but rather because of its intimate links with the urban areas. These links will increasingly provide for relevance, excellence, and balance relevance to the problems of the future, excellence of learning opportunities provided for those who have been victims of injustice and balance in terms of ample room for humanism as well as pragmatism.

DSH: 64 - PROGRAM DEVELOPMENT; 40 - FUTURES

#1430 Community Resource Development. Interviewer Techniques and Procedures.
(Fort Collins, Colorado: Cooperative Extension Service, Colorado State University, 1978)
28 pp.

This handbook has been designed to acquaint the user with the nature of an interview, the interviewer's role and function in this type of activity, and potential errors to avoid in the interview situation. It has suggested procedures and techniques to aid in this task.

DSH: 16 - COMMUNICATIONS; 24 - COUNSELING

#1432 Everything You Always Wanted to Know About Your Child's Education But Were Afraid to Ask: A Practical Guidebook For Parents in the West Babylon School District.
(West Babylon, NY: West Babylon Schools)
45 pp.

The book was written for the bilingual parents of the West Babylon Community and reflects the curriculum developed and used in the Parent Training Laboratory classes. The purpose is to acquaint the parents with the philosophy, people and services prevailing in the West Babylon Schools. Editions are available in English, Italian, Portuguese and Spanish.

DSH: 04 - ADMINISTRATION; 16 - COMMUNICATIONS; 24 - COUNSELING;
82 - STUDENTS; 84 - TEACHERS

#1436 National Training Workshop for State Directors of Community Education. Developing State Plans for Community Education Expansion State Conference.
(Post College, 1978)

This packet of materials contains presentations relating to the development of state plans for community education.

DSH: 40 - FUTURES

#1443 Statements on Community Education.
Wesler, Carl
(Washington, D.C.: Community Education Advisory Council Report, USOE, 1977)
60 pp.

The monograph compiles a variety of statements from prominent Americans on the values and benefits of community education. Participants are prominent leaders who had spoken positively on the subject of community education and others who might speak positively if contacted. There is also a section on the flow of community education in historical perspective which traces the development of community education thought.

DSH: 60 - LIFELONG LEARNING; 88 - TRENDS

#1444 Community Education in Community and Junior Colleges.
(Washington, D.C.: Community Education Advisory Council, USOE, 1977)
32 pp.

The monograph provides an overview of the role of community education in community and junior colleges. Two case studies which are included depict how the philosophy and theory is being translated into practice. In addition, program guidelines for federal assistance to community colleges for community education are listed.

DSH: 64 - PROGRAM DEVELOPMENT

#1445 A Guide to Needs Assessment in Community Education.
Bowers and Associates.
(Washington, D.C.: USOE, 1976)
30 pp.

The purpose of the monograph is to suggest methods for the conduct of a community education needs assessment. Such an assessment should: (1) help the applicant to determine the status of the community in terms of quality of life; (2) provide the applicant with an information base to serve as a guideline for planning and development; (3) encourage the applicant to initiate community education through the assessment process by involving the community in the proposal application. Bowers provides models to achieve these goals.

DSH: 40 - FUTURES; 64 - PROGRAM DEVELOPMENT

#1446 The School Community Role in the Next 10 Years.
Newitt, Jane; Kahn, Herman
(Washington, D.C.: Community Education Advisory Council, USOE, 1977)
35 pp.

The Newitt and Kahn work can best be described as a think piece. The authors examine the ways in which schools may innovate in revising their communities needs under the conditions of the next dozen years. It is not intended to include the traditional, primary educational functions of the schools, but only the secondary uses of facilities, equipment, and personnel. They achieve this end by presenting two scenarious -- one of a declining community, and the other, a growing community.

DSH: 40 - FUTURES; 88 - TRENDS

#1447 Community Education and State Education Agencies: An Assessment of Existing and Future Roles.
Semple, Barry; DeLillis, Anthony
(Washington, D.C.: Community Education Advisory Council, USOE, 1978)
55 pp.

The monograph is a report initiated by the Council of Chief State School Offices on the role of state education departments in community education. The research team (1) assisted chief state school officers perceptions of current state department roles in community education development; (2) assessed their perceptions about appropriate future state roles; and (3) completed their recommendations for the appropriate methods to implement those desired state roles.

DSH: 12 - AGENCIES; 56 - LEGISLATION

#1448 Federal Community Education Clearinghouse. Catalog of Resource Material on Community Education.
(Washington, D.C., USOE, 1978)

The Catalog of Resource Material contains abstracts of selected items from the Federal Community Education Clearinghouse Collection. The collection is comprised of both literature and audio-visual germane to the field of community education.

DSH: 76 - RESOURCES

#1451 Schools Where Parents Make A Difference.
Davies, Don
(Boston, MA: Institute for Responsive Education, 1976)
163 pp.

This book is for those who want to improve the schools through collaboration between educators and the communities they serve. The message of this book is significant: parents, working with school people, can make a difference. Included in this work are 11 case studies which demonstrate successful efforts to improve education through building new relationships between schools and communities.

DSH: 04 - ADMINISTRATION; 88 - TRENDS

#1452 Work, Pictures, Media: Communications in Education Politics.
Prentice, Floyd
(Boston, MA: Institute for Responsive Education, 1976)
91 pp.

In this monograph Floyd presents a step-by-step system to help individuals and organizations plan and carry out public communication campaigns that work. While this heavy stress is on planning, many specific how-to tips are included throughout the book to help you put theory into practice.

DSH: 16 - COMMUNICATIONS; 68 - PUBLIC RELATIONS

#1453 Collecting Evidence: A Layman's Guide to Participant Observation.
Terreria, Joseph; Burger, Bill
(Boston: Institute for Responsive Education, 1976)
22 pp.

This monograph is designed to demonstrate how citizens can learn about their schools through the research method of participant observation.

DSH: 72 - RESEARCH

#1454 You Can Look It Up: Finding Education Documents.
Burger, Bill
(Boston: Institute for Responsive Education, 1976)
20 pp.

This monograph is designed to assist the average citizen in doing his own research on educational issues and problems that effect his school, and by so doing, to become more actively involved in the school.

DSH: 72 - RESEARCH; 76 - RESOURCES

#1455 Facts for a Change: Citizen Action Research for Better Schools.
Burger, Bill
(Boston: Institute for Responsive Education, 1976)
191 pp.

The work is about citizen action research in which local citizen and community groups, often in collaboration with school professionals, investigate community defined issues. The handbook details the process of citizen action research; getting the facts, organizing support and following through.

DSH: 72 - RESEARCH; 76 - RESOURCES

#1456 Federal and State Impact on Citizen Participation in Schools.
Davies, Don
(Boston: Institute for Responsive Education, 1978)
136 pp.

In this work Davies and his colleagues analyze the role the federal and state agencies have played in promoting citizen participation in the schools.

DSH: 12 - AGENCIES

#1457 Adult Education Teaching Techniques; ERIC - Career Education Information Series #110
Seaman, Donald
(Columbus: Center for Vocational Education, Ohio State University, 1977)
48 pp.

Review and synthesis of research on effective techniques for teaching adults at different educational and occupational levels is presented in this information analysis paper intended for continuing and adult education in education, industry and government. The operational framework of the review is based on Verner's classifications and definitions of the terms adult education, method, technique, and device.

DSH: 48 - INSTRUCTION; 84 - TEACHERS

#1459 Preretirement Education.
Lumsden, D. Barry
(Columbus: Center for Vocational Education at Ohio State University, 1977)
17 pp.

Drawing from extensive resources in the area of retirement and gerontology, this information analysis paper, which discusses preparation for retirement and advanced age, has three primary objectives: 1) to assess the psychological effects of retirement on the individual, 2) to assess preretirement conditions and attitudes that affect the individual's adjustment to retirement, and 3) to identify and discuss preretirement learning experiences that further the effective and successful adjustment to retirement.

DSH: 24 - COUNSELING; 64 - PROGRAM DEVELOPMENT

#1460 Adult and Continuing Education: The Next Ten Years.
Grabowski, Stanley
(Columbus: Center for Vocational Education, 1977)
26 pp.

Futurism for adult and continuing education in the next ten years is the focus of this information analysis paper intended for adult educators and researchers. Topics discussed include: the field of adult and continuing education, current trends and issues/impact on future, alternative education. The conclusion emphasizes that the future of adult and continuing education is an optimistic one and that there will be more demands for adult educators, who will be more like brokers, planners, counselors, developers, and linkers than the traditional teachers they have principally been in the past.

DSH: 40 - FUTURES; 60 - LIFELONG LEARNING; 88 - TRENDS

#1461 Lifelong Learning/Adult Audiences: Sourcebook #1.
(Washington, D.C.: George Washington University)
132 pp.

Sourcebook #1 is a basic introduction to, and discussion of, the issues in the field of lifelong learning, adult education, continuing education and community education. It also provides some implications for the usefulness of such issues in museum education. The work contains instructive examples from museums and elsewhere, guidelines, resources and bibliographies.

DSH: 60 - LIFELONG LEARNING; 64 - PROGRAM DEVELOPMENT

#1462 Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.
Steinberg, Lois
(Boston: Institute for Responsive Education, 1977)

In this essay, Steinberg reviews the research which has been conducted on citizen participation as it relates to social science theory.

DSH: 72 - RESEARCH

#1463 Towards Lifelong Education: A New Role for Higher Education Institutions.
Williams, Gareth
(Paris, France: UNESCO, 1977)
188 pp.

The focus of the work is on programs and courses at the "post-compulsory" level of higher education which are designed for persons with a certain amount of educational experience. The book is addressed to students, teacners, administrators and policy makers in higher education, all of whom may be affected by attempts to implement some of the current proposals for lifelong education.

DSH: 40 - FUTURES; 60 - LIFELONG LEARNING

#1465 The Missing Link: Connecting Adult Learners to Learning Resources.
Cross, K. Patricia

In this pamphlet Cross has synthesized the research on non-traditional learners. Cross makes a distinction between adult learners' need for information about learning resources and adults' need for information about themselves. She argues that there is a missing link between these two areas and suggests the need for the extension of educational brokering to link these two areas.

DSH: 72 - RESEARCH

#1471 The Learning Society: A Report of the Study of Continuing Education and the Future.
(Notre Dame: Center for Continuing Education)
50 pp.

This final report of a number of task forces on lifelong learning presents a series of recommendations for developing the learning society. The recommendations fall in three primary categories: curriculum, public policy and institutions.

#1472 The Adult Life Cycle: Training Manual and Reader.
McCoy, Vivian
(Lawrence, KS: Adult Life Resource Center, 1978)
250 pp.

The manual was prepared and designed for use in a workshop setting. The purpose is to assist adult educators and counselors in receiving the training needed to help adults deal constructively with life cycle change. The program of the workshop is designed to teach adult educators the life cycle process and to train them to assist adults in handling life crises.

DSH: 62 - PROGRAMS; 76 - RESOURCES

#1473 Advisory Panel on Research Needs in Lifelong Learning During Adulthood Future Directions for a Learning Society: Lifelong Learning During Adulthood.
(New York, NY: College Entrance Examination Board, 1978)
59 pp.

The monograph presents a detailed discussion on needed future research on lifelong learning during the adult years. The advisory panel recommends that research focus on four basic areas: the adult learner; providers of learning opportunities; the societal context of lifelong learning; and the interactions of learners, providers, and society. Further, they provide an organizational framework by which this research may take place.

DSH: 60 - LIFELONG LEARNING; 72 - RESEARCH

#1475 Adult Learning: A Design for Action.
Hall, Budd; Kidd, Roby
(Perganon: Oxford, 1978)
337 pp.

The book consists of 24 papers by adult educators prepared for an international conference in Tanzania. The central theme of the work is the development of a design for adult edcuation and adult education programs that recognize the centrality of the participation of people in planning and implementing development decisions for the future.

DSH: 60 - LIFELONG LEARNING; 64 - PROGRAM DEVELOPMENT

#1476 Helping Others Learn: Designing Programs for Adults.
McLazan, Patricia
(Reading Mass: Addison-Wesley Publishing Company, 1978)
101 pp.

The monograph is designed for people who design, deliver and develop programs so they can take specific steps to make programs. To the author, helping others learn involves designing at least some extra degrees of "learnability" into programs. How this is accomplished is the subject of the monograph.

DSH: 48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

#1477 Growing Up American: Schooling and the Survival of Community.
Peshkin, Alan
(Chicago, IL: University of Chicago Press, 1978)
253 pp.

Peshkin's research provides the data for a case study analysis of a small midwestern rural community. At the center of life is the school system, which plays a fundamental role in socializing children to accept the community's values and lifestyle, thereby fostering survival of the community.

DSH: 72 - RESEARCH

#1479 Alternatives in Education.
Smith, Vernon
(Bloomington, IN: Phi Delta Kappa, 1978)
172 pp.

The book suggests that every community needs to consider the role of the schools in the future of its youth and to provide alternative educational programs to meet the needs of students and communities.

DSH: 62 - PROGRAMS

#1480 Accountability: A State, A Process or a Product?
Gephert, William
(Bloomington, IN: Phi Delta Kappa, 1975)
82 pp.

In this collection of papers, the issue of accountability is examined by educators. Included in this collection are discussions of accountability legislation, models, productivity and trends for the future.

DSH: 56 - LEGISLATION; 88 - TRENDS

#1481 Evaluation: Past, Present and Future.
Gephert, William
(Bloomington, IN: Phi Delta Kappa)
23 pp.

The author presents a review and synthesis of many existing evaluation models used in evaluation research.

DSH: 28 - EVALUATION; 44 - HISTORY; 72 - RESEARCH

#1482 Proposal Writing.
Jordan, Thomas
(Bloomington, IN: Phi Delta Kappa, 1976)
73 pp.

The Jordan work presents a step-by-step description of developing and writing a proposal.

DSH: 64 - PROGRAM DEVELOPMENT; 72 - RESEARCH; 76 - RESOURCES

#1485 A New Freedom.
Kowalski, Helen
(Buffalo, NY: Concepts in Communications, 1978)

This film is about the plans which one can make during one's pre-retirement age to have security in retirement.

DSH: 62 - PROGRAMS

#1486 Evaluations Handbook.
Morris, Tymer; FitzGibbon, Carol
(Beverly Hills: Sage, 1978)
133 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to help the user get started; to serve as an organizer for evaluation, and to provide a directory to the rest of the kit.

DSH: 28 - EVALUATION; 72 - RESEARCH; 80 - STATISTICS

#1487 How to Calculate Statistics.
FitzGibbon, Carol Taylor; Morriss, Lynn
(Beverly Hills: Sage, 1978)
148 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to guide the user in using statistical methods to summarize the data they collect and report, with a brief instruction about their purpose and interpretation.

DSH: 28 - EVALUATION; 72 - RESEARCH; 80 - STATISTICS

#1488 How to Deal With Goals and Objectives.
Morris, Lynn; FitzGibbon, Carol
(Beverly Hills: Sage, 1978)
78 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to help the user develop basic skills in dealing with goals and objectives for the purpose of planning an evaluation.

DSH: 28 - EVALUATION; 62 - PROGRAMS; 64 - PROGRAM DEVELOPMENT
72 - RESEARCH; 80 - STATISTICS

#1489 How to Measure Achievement.
Morris, Lynn; FitzGibbon, Carol
(Beverly Hills: Sage, 1978)
159 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to help the user determine how well a program has met achievement objectives -- usually those mentioned in the program's official description but possibly others added to the program for one reason or another.

#1490 How to Design a Program Evaluation.
FitzGibbon, Carol; Morris, Lynn
(Beverly Hills: Sage, 1978)
164 pp.

This book is a part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to discuss the task of designing a program evaluation.

DSH: 28 - EVALUATION; 62 - PROGRAMS; 64 - PROGRAM DEVELOPMENT

#1491 How to Present an Evaluation Report.
Morris, Lynn; FitzGibbon, Carol Taylor
(Beverly Hills: Sage, 1978)
80 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to help communicate and convey the evaluation information, statistics and research one has collected to various audiences as effectively and painlessly as possible.

DSH: 16 - COMMUNICATIONS; 28 - EVALUATION

#1492 How to Measure Program Implementation.
Morris, Lynn; FitzGibbon, Carol
(Beverly Hills: Sage, 1978)
140 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to discuss the task of describing a program's implementation - how the program looks in operation.

DSH: 28 - EVALUATION; 64 - PROGRAM DEVELOPMENT

#1493 How to Measure Attitutes.
Henerson, Marlene
(Beverly Hills: Sage, 1978)
184 pp.

This book is part of the Program Evaluation Kit. The kit contains eight books, each covering a topic commonly confronted by evaluators of educational programs. The objective of this book is to help the user develop basic skills in designing and using instruments for the measurement of what are usually referred to as affective objectives or attitudes.

DSH: 28 - EVALUATION; 72 - RESEARCH; 80 - STATISTICS

#1497 The Art of Readable Writing.
Flesch, Rudolph
(New York, NY: Collier, 1949)
255 pp.

The Art of Readable Writing is an excellent resource book for the writer. Flesch provides a description on the ways and means by which potential writers can have a better chance of reducing excess verbiage and can focus on content.

DSH: 16 - COMMUNICATIONS; 76 - RESOURCES

#1498 How to Write Successful Foundation Presentations.
Dermer, Joseph
(New York, NY: Public Service Materials Center, 1974)
80 pp.

The assumption which underlies this work is that the organization for which you seek foundation support deserves to receive support, but may not have been effective in putting its best foot forward. This booklet provides a step-by-step approach to writing foundation proposals so that your organization can put its best foot forward.

DSH: 32 - FINANCES

#1499 Preparing Instructional Objectives.
Mager, Robert
(Belmont, CA: Tearon, 1975)
136 pp.

The book is an explanation of how to state and write instructional objectives. Mager describes and illustrates a procedure for preparing objectives that communicate a program's instructional intents to yourself and others.

DSH: 48 - INSTRUCTION; 28 - EVALUATION; 16 - COMMUNICATION

#1501 Never Too Old to Teach.
Murphy, Judith; Florio, Carol
(New York, NY: Academy for Education Development, 1978)
115 pp.

The report describes a wide spectrum of programs that are successfully using older people in teaching roles. The report shows that older educators are successful, not only as evaluated by the sponsors of educational programs, but also in the eyes of their students.

DSH: 62 - PROGRAMS; 84 - TEACHERS

#1502 Never Too Old to Learn.
(New York, NY: Academy for Educational Development, 1974)
109 pp.

This report documents a study on older Americans and the available educational opportunities offered to them by post-secondary institutions. The study shows that very few colleges and universities serve older people with the particular education and related services they need.

DSH: 60 - LIFELONG LEARNING; 64 - PROGRAM DEVELOPMENT

#1504 Major Transactions in the Human Life Cycle.
Spierer, Howard
(New York, NY: Academy for Educational Development, 1977)
59 pp.

The report summarizes the main themes and issues discussed at a multi-disciplinary conference on aging, with the prime focus on major life-span developmental issues.

DSH: 62 - PROGRAM; 72 - RESEARCH

#1505 The Middle Years: A Multidisciplinary View
Waring, Joan
(New York, NY: Academy for Educational Development, 1978)
77 pp.

This report describes the outcomes of the multidisciplinary conference on aging - the middle years. Its prime focus is on the major life issues in the middle years: work, health and relationships. It also contains the conferee's suggestions for ways by which the lives of the middle-aged might be made happier and more productive.

DSH: 82 - STUDENTS

#1506 Developing Skills in Proposal Writing.
Hall, Mary
(Portland, Oregon: Continuing Education Publications, 1977)
339 pp.

The book is divided into two major parts. Part I deals with the planning and information collection which should be accomplished prior to the actual writing of the proposal. Part II deals with the actual writing of the proposal and each chapter focuses on a specific component usually found in such documents.

DSH: 32 - FINANCES; 16 - COMMUNICATIONS

#1507 Collegiate Programs for Older Adults: A Summary Report on a 1976 Survey.
Florio, Carol
(New York, NY: Academy for Educational Development, 1978)
52 pp.

This paper summarizes much of the basic research conducted by the Academy on educational programs for older Americans.

DSH: 60 - LIFELONG LEARNING; 72 - RESEARCH

#1516 You Don't Know What You Got Until You Lose It: An Introduction to Accounting, Budgeting and Tax Planning for Small, Nonprofit Organizations and Community Groups.
Miller, Thomas; Orser, G.R.
(Washington, D.C.: The Support Center and the Community Management Center, 1976)
31 pp.

This is a booklet about administration of finances in small nonprofit organizations and agencies who don't feel their group is functioning as well as it should.

DSH: 04 - ADMINISTRATION; 12 - AGENCIES; 32 - FINANCES

#1517 Do or Die: Survival for Nonprofits.
Lee, James C.
(Washington, D.C.: Taft Products, Inc. 1974)
102 pp.

The book is about money, finances and nonprofit agencies. It is directed toward those who are responsible for the management of the non-profit dollar, and are most deeply committed to its wise and beneficial use.

DSH: 12 - AGENCIES; 32 - FINANCES

#1519 Grant Planning Guide Packet.
Hill, William J.
(Washington, D.C.: Grant Development Institute)
75 pp.

The packet contains information and a guide to finance, grantsmanship and proposal development. Included are three booklets: A Guide to Successful Grantsmanship, Successful Grantsmanship and Grant Writing Made Easy.

DSH: 32 - FINANCES

#1520 Publicity: How to Get It.
O'Brien, Richard
(New York, NY: Barnes & Noble, 1977)
176 pp.

The work covers the many facets of publicity, from what publicity can do to planning a complete campaign. O'Brien discusses how to determine outlets; new angles; how to write press releases, letters, biographies; the telephone, and how to use it successfully; column items; photographs; press conferences and other avenues of promotion.

DSH: 68 - PUBLIC RELATIONS; 76 - RESOURCES

#1522 Marketing.
Herdingsfield, Myron; Blankenship, A.B.
(New York, NY: Barnes & Noble Books, 1974)
373 pp.

The book is designed to provide a source to obtain knowledge of the basic principles and practices of marketing; to provide a convenient means of reviewing the fundamentals of the subject; and as a companion book to facilitate the study of other books in the field. It is an excellent resource which helps the user to better understand the concepts of public relations and finances.

DSH: 32 - FINANCES; 68 - PUBLIC RELATIONS

#1524 Presentational Speaking for Business and the Professions.
Howell, William; Bormann, Ernest
(New York, NY: Harper and Row, 1971)
310 pp.

The work is divided into two parts. The first portion examines the basis of oral communications and formal presentations with emphasis on the nature of presentational speaking, the presentation of self, and the environment of the presentation. The second section develops organizational principles necessary for effectiveness in developing and delivering the spoken message.

DSH: 16 - COMMUNICATIONS

#1525 Say What You Mean.
Flesch, Rudolph
(New York, NY: Harper and Row, 1972)
163 pp.

In this book Flesch gives specific, easy-to-follow instructions in the basic principles of good professional writing, of communicating on paper.

DSH: 16 - COMMUNICATIONS

#1526 The Art of Clear Thinking.
Flesch, Rudolph
(New York, NY: Barnes & Noble Books, 1951)
212 pp.

Flesch summarizes the relation of research findings to thinking and problem solving. The book contains useful suggestions for thinking, communicating and organizing thoughts.

DSH: 15 - COMMUNICATIONS; 72 - RESEARCH

#1527 Your Most Enchanted Listener.
Johnson, Wendell
(New York, NY: Harper & Row, 1956)
215 pp.

The book is concerned with communicating -- with knowing what you're saying and saying what you mean. It also tells how to be a dependable observer and an honest reporter.

DSH: 16 - COMMUNICATIONS

#1528 Guides to Straight Thinking.
Chase, Stuart
(New York, NY: Harper & Row, 1956)
212 pp.

The book offers the consumer of ideas a number of simple tests and suggestions to protect oneself against propaganda and help solve problems, personal or public. In addition, the book examines useful techniques and practices designed to lead to better communication.

DSH: 16 - COMMUNICATIONS; 76 - RESOURCES

#1532 Simple and Direct: A Rhetoric for Writers.
Barzun, Jacques
(New York, NY: Harper & Row, 1975)
249 pp.

The book is an introduction to the art of becomming self-conscious and analytic about words. It is designed to assist the reader in becoming skilled in the processes of communication.

DSH: 16 - COMMUNICATIONS

#1534 Community Fundamental Education.
Harman, David
(Lexington, Massachusetts: Lexington Books, 1974)
174 pp.

The work attempts to grapple with the educational context of community development and is offered as an effort proposing a nonformal educational strategy aimed at inducing and fostering change through community education program development.

DSH: 64 - PROGRAM DEVELOPMENT

#1535 Demystifying Evaluation.
Clark, Noreen; McCaffrey, James
(New York, NY: World Education, 1979)
70 pp.

The booklet provides a case study method on conducting a seminar on program evaluation. It presents a step-by-step method on conducting evaluations for persons not trained in the evaluation process.

DSH: 28 - EVALUATION; 20 - COMPARATIVE

#1536 Community Education Funding Guide.
Ciavarella, Michael
(Shippensburg, PA: Commonwealth Center for Community Education, 1977)
121 pp.

Included in the publication is a list of funding sources which may have relevance for Community Education. The sources are categorized under three headings: Federal Legislation, Pennsylvania Foundations and Out-of-State Foundations.

DSH: 32 - FINANCES; 64 - PROGRAM DEVELOPMENT

SECTION III

COMMUNITY EDUCATION

Current Index to Journals in Education (CIJE)

AN EJ189259.
AU LOMBARDI, JOHN.
TI AN ERIC REVIEW: COMMUNITY EDUCATION: THREAT TO COLLEGIALITY.
SO COMMUNITY COLLEGE REVIEW. 6. 1. 40-9. SUM 78.
AB EXAMINES ADULT BASIC EDUCATION, ADULT EDUCATION, CONTINUING EDUCATION, AND COMMUNITY SERVICES, COLLECTIVELY REFERRED TO AS "COMMUNITY EDUCATION", WHICH COMPRISE A GROUP OF FUNCTIONS, ACTIVITIES, AND PROGRAMS THAT HAVE GROWN DURING THE PAST TEN YEARS MORE RAPIDLY THAN THE TRADITIONAL FUNCTIONS OF TRANSFER AND OCCUPATIONAL EDUCATION.

32 - FOUNDATIONS

AN EJ189233.
AU RATCLIFF, JAMES L.
TI FINDING THE "COMMUNITY" IN COMMUNITY BASED EDUCATION.
SO COMMUNITY COLLEGE FRONTIERS. 6. 4. 18-22. SUM 78.
AB ASKS WHAT CONSTITUTES A COMMUNITY AND WHAT TYPES OF COMMUNITIES DO THE COMMUNITY COLLEGES USUALLY SERVE. EXAMINES THE CHARACTERISTICS OF A COMMUNITY AND COMPARES THE DEFINITIONS OF COMMUNITY AND CITY. IDENTIFIES FOUR KINDS OF COMMUNITIES: GEOGRAPHICAL COMMUNITIES, COMMUNITY DEFINED AS A WAY OF LIFE, SOCIAL ORGANIZATIONS, AND LIVING-GROUP LOCATIONS.

32 - FOUNDATIONS

AN EJ188184.
AU BENNETT, DAVE. REES-JONES, TANNY.
TI FAMILY WORKSHOPS.
SO FORUM FOR THE DISCUSSION OF NEW TRENDS IN EDUCATION. 20. 3. 92-4. SUM 78.
AB A FAMILY WORKSHOP IS AN INFORMAL, MULTIDISCIPLINED EDUCATIONAL PROGRAM FOR ADULTS AND CHILDREN, ORGANIZED BY A TEAM OF TEACHERS. THIS ARTICLE DISCUSSES THE LAVENDER HILL FAMILY WORKSHOP, ONE OF MANY, WHICH ATTEMPTS TO PROVIDE EDUCATION IN VARIOUS SUBJECT AREAS FOR ADULTS AND FOR CHILDREN WHILE ALSO INTEGRATING BOTH OBJECTIVES IN ORDER TO EDUCATE AND INFORM THE RELATIONSHIP BETWEEN PARENT AND CHILD.

62 - PROGRAMS

AN EJ184045.
AU KAPLAN, MICHAEL H.
TI COMMUNITY EDUCATION: CONCEPTUAL AND REGIONAL ASPECTS.
SO RURAL DEVELOPMENT RESEARCH AND EDUCATION. 2. 1. 13-6. SPR 78.
AB THE COMMUNITY EDUCATION CONCEPT IS DEFINED IN TERMS OF INCREASED SCHOOL-COMMUNITY RELATIONS AND USE OF FACILITIES, INTEGRATED K-12 CURRICULUM, COMMUNITY INVOLVEMENT, PROGRAMS AND SERVICES FOR ALL AGE GROUPS, AND INTERAGENCY COORDINATION. THE POSSIBILITIES FOR COMMUNITY EDUCATION CENTERS AND PROGRAMS IN RURAL AREAS ARE DISCUSSED IN THIS ARTICLE.

32 - FOUNDATIONS

AN EJ182890.
AU SMITH, CLYDE R.
TI COMMUNITY EDUCATION: FURTHER IMPLICATIONS FOR TOMORROW.
SO JOURNAL OF THOUGHT. 13. 2. 150-3. APR 78.
AB DISCUSSES THE DEVELOPMENT OF HIGHER EDUCATION AND THE GRADUAL GROWTH OF COMMUNITY COLLEGES. DESCRIBES ONE COMMUNITY DEVELOPED PROGRAM CURRENTLY BEING OFFERED THROUGHOUT THE NATION WHEREBY COMMUNITY COLLEGES HAVE ENDEAVORED TO MEET THE NEEDS OF THE COMMUNITIES THEY SERVE. ALSO PROVIDES SOME IMPLICATIONS THAT COMMUNITY EDUCATION HAS FOR THE FUTURE.

88 - TRENDS

AN EJ177694.
AU NEWBURY, DAVID N.
TI COMMUNITY EDUCATION: STRATEGY FOR DISTRICT-WIDE PROGRAMS.
SO EDUCATIONAL LEADERSHIP. 33. 5. 340-3. FEB 76.
AB DESCRIBES THE APPROACH USED BY ONE SCHOOL DISTRICT FOR INCREASING PARENT INVOLVEMENT IN THE SCHOOLS AND IMPROVING COMMUNITY UNDERSTANDING AND SUPPORT OF SCHOOL PERSONNEL AND PROGRAMS.

64 - PROGRAM DEVELOPMENT

AN EJ176991.
AU STEELE, MARILYN.
TI ENROLLING COMMUNITY SUPPORT.
SO JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION. 11. 2. 84-94. W 78.
AB DEFINES THE CONCEPT, "COMMUNITY EDUCATION," THE PART THAT STUDENT ALIENATION HAS IN CAUSING SCHOOL VANDALISM, REPORTS TWO STUDIES THAT HELP PROVE THE CONSTRUCTIVE INFLUENCE OF COMMUNITY SCHOOLS IN REDUCING SCHOOL VANDALISM, AND HOW STUDENT COOPERATION CAN BE GAINED IN COMMUNITY EDUCATION.

72 - RESEARCH

AN EJ176065.
AU PHILLIPS, MICHAEL H.
TI THE COMMUNITY SCHOOL: A PARTNERSHIP BETWEEN SCHOOL AND CHILD WELFARE AGENCY.
SO CHILD WELFARE. 57. 2. 83-91. FEB 78.
AB TRACES THE HISTORY OF THE COMMUNITY SCHOOL CONCEPT AND DESCRIBES PROCEDURES, PROBLEMS AND BENEFITS OF A PROTOTYPE PROGRAM IN TWO NEW YORK CITY PUBLIC SCHOOLS.

12 - AGENCIES

AN EJ175619.
AU HAWKINS, HAROLD L.
TI SYNERGIZING THE COMMUNITY.
SO PLANNING AND CHANGING. 8. 4. 218-22. WIN 77.
AB SYNERGIZING THE COMMUNITY MEANS THE PROCESS OF COMPLETE UTILIZATION OF THE POTENTIAL HUMAN AND MATERIAL ENERGY IN THE COMMUNITY FOR THE COMMON GOOD. COMMUNITY EDUCATION PROVIDES EVIDENCE FOR THE PREMISES OF SYNERGISTICS.

40 - FUTURES

AN EJ175618.
AU WEST, PHILIP T.
TI THE PR PROSPECTS OF COMMUNITY EDUCATION.
SO PLANNING AND CHANGING. 8. 4. 212-7. WIN 77.
AB MEANINGFUL INVOLVEMENT OF THE COMMUNITY IS INHERENT IN THE COMMUNITY EDUCATION PROCESS, WHICH BRINGS SCHOOL AND COMMUNITY TOGETHER TO SEEK ANSWERS TO CONTEMPORARY PROBLEMS OF MUTUAL CONCERN AND TO PLAN FOR FUTURE OPPORTUNITIES.

68 - PUBLIC RELATIONS

AN EJ172747.
AU NEWBROUGH, J. R.
TI THE SCHOOLS, THE LOCALITY, AND CITIZENS' NEEDS.
SO PEABODY JOURNAL OF EDUCATION. 55. 1. 63-7. OCT 77.
AB THE AUTHOR PERCEIVES COMMUNITY-DIRECTED EDUCATION AS ONE WAY IN WHICH THE LARGELY OUT-OF-DATE PUBLIC SCHOOL SYSTEM MAY BECOME MORE RESPONSIBLE TO CONTEMPORARY NEEDS.

64 - PROGRAM DEVELOPMENT

AN EJ171140.
AU CAGLE, ELIZA.
TI REACHING THE DISADVANTAGED ADULT.
SO ILLINOIS TEACHER OF HOME ECONOMICS. 21. 2. 95-9. NOV-DEC 77.
AB AN AREA VOCATIONAL SCHOOL TEACHER RESPONSIBLE FOR WORKING ONE-THIRD TIME WITH DISADVANTAGED AND HANDICAPPED ADULTS DESCRIBES TECHNIQUES AND PROCEDURES USED IN ASSESSING NEEDS OF THE MOUNTAIN PEOPLE IN A RURAL AREA OF NORTHERN GEORGIA AND IN MARSHALLING RESOURCES OF VARIOUS STATE AND COMMUNITY AGENCIES TO DEVELOP AN APPROPRIATE PROGRAM IN CONSUMER AND FAMILY LIFE SKILLS.

40 - FUTURES; 64 - PROGRAM DEVELOPMENT

AN EJ171088.
AU FRAENKEL, RICHARD M.
TI COMMUNITY DEVELOPMENT GOALS AND CITIZEN PARTICIPATION.
SO COMMUNITY DEVELOPMENT JOURNAL. 12. 3. 177-85. OCT 77.
AB THE AUTHOR ARGUES THAT THE APPROPRIATE TYPE OF CITIZEN PARTICIPATION IN AN EXTENSION COMMUNITY DEVELOPMENT PROGRAM DEPENDS ON THE GOAL FOR THE PROGRAM: CREATING COMMUNITY IMPROVEMENTS OR PUBLIC POLICY EDUCATION AT THE LOCAL LEVEL. HE DISCUSSES THE CONFLICTING COMMUNITY-PLANNING REQUIREMENTS BETWEEN THE TWO AND STRESSES THE NEED FOR EXTENSION PEOPLE TO CHOOSE THE APPROPRIATE PROGRAM GOAL.

40 - FUTURES

AN EJ170652.
AU RATCLIFF, JAMES L.
TI SMALL TOWNS, LOCAL CONTROL, AND COMMUNITY-BASED COLLEGES.
SO PEABODY JOURNAL OF EDUCATION. 54. 4. 269-74. JUL 77.
AB THE AUTHOR BRIEFLY EXAMINES (1) THE HISTORY OF LOCAL CONTROL OF EDUCATION, (2) THE DEVELOPMENT OF THE COMMUNITY-BASED COLLEGE, AND (3) THE GROWTH OF COMMUNITY-DIRECTED EDUCATIONAL PROGRAMS AT THESE INSTITUTIONS.

44 - HISTORY; 62 - PROGRAMS

AN EJ170119.
AU SMITH, PETER P.
TI WE TEACH VERMONT WHAT IT WANTS TO LEARN.
SO AGB REPORTS. 19. 5. 9-13. SEP-OCT 77.
AB INSTEAD OF A CAMPUS, THE COMMUNITY COLLEGE OF VERMONT HAS FOUR REGIONAL FIELD SITES. AT REGULAR INTERVALS, THE COMMUNITY IS ASKED WHAT IT WANTS AND NEEDS TO LEARN. TEACHERS ARE FOUND, CURRICULA DEVELOPED, AND INSTRUCTION BEGUN. AT THE END OF A COURSE STUDENTS AND TEACHERS WRITE NARRATIVE EVALUATIONS OF LEARNING OUTCOMES.

64 - PROGRAM DEVELOPMENT

AN EJ169797.
AU WEST, PHILIP T.
TI THE LEADERSHIP PREROGATIVE IN COMMUNITY EDUCATION.
SO PLANNING AND CHANGING. 8. 2-3. 67-74. SUM-F 77.
AB FOR THE MAXIMUM BENEFITS TO ACCRUE FROM COMMUNITY EDUCATION, COLLABORATIVE RELATIONSHIPS MUST BE ESTABLISHED BETWEEN THE EDUCATIONAL AND COMMUNITY ORGANIZATIONS INVOLVED. IMPETUS FOR THIS RELATIONSHIP COULD COME FROM STATE MANDATES AND THROUGH FUNDING REQUIREMENTS.

16 - COMMUNICATIONS

AN EJ169274.
AU METROPOULOS, NICHOLAS.
TI A SOCRATIC VIEW OF VALUES CLARIFICATION WITHIN COMMUNITY EDUCATION.
SO COLLEGE STUDENT JOURNAL. 11. 3. 271-6. F 77.
AB THIS IS A DESCRIPTION OF A MODEL FOR USE IN A VALUES CLARIFICATION PROGRAM FOR ADULT LEARNERS. THE AIM IS TO HELP ADULTS BECOME FAMILIAR WITH A TOOL TO AID THEM IN CLARIFYING THE MEANING OF CONFLICTING VALUES IN LIFE SITUATIONS.

62 - PROGRAMS

AN EJ166780.
AU MINZEY, JACK D. LETARTE, CLYDE E.
TI COMMUNITY EDUCATION--WHERE TO NOW.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 28-31. JUL-AUG 77.
AB COMMUNITY EDUCATION HAS THE POTENTIAL FOR A MAJOR IMPACT UPON THE ENTIRE SOCIETY, PROVIDING BROADENED OPPORTUNITIES FOR PURSUING AN ENRICHED LIFE THROUGH EDUCATIONAL, CULTURAL, AND RECREATIONAL PURSUITS.

40 - FUTURES

AN EJ166779.
AU KIMBROUGH, RALPH.
TI COMMUNITY EDUCATION: IMPLICATIONS FOR COLLEGIATE TEACHER EDUCATORS.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 25-7. JUL-AUG 77.
AB THE UNDERLYING PURPOSE OF INSTRUCTION IN COMMUNITY LEADERSHIP IS TO HELP TEACHERS LEARN HOW TO PARTICIPATE EFFECTIVELY WITH OTHER INSTITUTIONAL LEADERS IN THE SOLUTION OF PRESSING EDUCATIONAL AND SOCIAL PROBLEMS.

84 - TEACHERS

AN EJ166778.
AU PIOTROWSKIL, LOU J.
TI CENTER LOSES LEADER.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 21-4. JUL-AUG 77.
AB TRIBUTE IS PAID TO THE LATE JIM ARAGORN, DEVELOPER OF THE LINCOLN LEARNING CENTER, A LIFETIME-LEARNING, COMMUNITY-DIRECTED, EDUCATIONAL INSTITUTION OFFERING PROGRAMS FOR YOUNG CHILDREN THROUGH ADULTS.

44 - HISTORY

AN EJ166777.
AU HICKEY, HOWARD W.
TI COMMUNITY EDUCATION'S IMPLICATIONS FOR TEACHING.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 19-20. JUL-AUG 77.
AB PARTICIPATION OF ADULT VOLUNTEERS IN THE CLASSROOM, AND FIELD TRIPS EXPLORING THE COMMUNITY AND ITS RESOURCES, HELP TO BROADEN STUDENTS' PERCEPTION OF THEIR COMMUNITY AND WIDEN THE SCOPE OF CAREER OPPORTUNITIES AVAILABLE TO THEM.

48 - INSTRUCTION; 84 - TEACHERS

AN EJ166775.
AU OLSON, PAUL.
TI COMMUNITY EDUCATION: EFFECTS ON LOCAL AND WORLD COMMUNITIES.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 13-16. JUL-AUG 77.
AB SCHOOLS WORKING WITHIN A COMMUNITY SHOULD GIVE CHILDREN NOT ONLY AN UNDERSTANDING OF THEIR OWN ROOTS AND PLACE WITHIN THE COMMUNITY BUT ALSO A FEELING FOR THE WORLD AS A WHOLE AND THE NEED TO PRESERVE ITS HISTORY AND RESOURCES.

62 - PROGRAMS

AN EJ166774.
AU SANDBERG, JOHN. WEAVER, DONALD.
TI TEACHERS AS COMMUNITY EDUCATORS: TRAINING IN TEACHER EDUCATION COLLEGES.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 9-12. JUL-AUG 77.
AB COLLEGES OF TEACHER EDUCATION SHOULD GIVE SERIOUS CONSIDERATION TO PROVIDING TRAINING PROGRAMS TO PREPARE COMMUNITY EDUCATORS AND INFORM PROSPECTIVE TEACHERS AND SCHOOL ADMINISTRATORS OF THE POTENTIAL OF THE EDUCATIVE COMMUNITY.

48 - INSTRUCTION; 84 - TEACHERS

AN EJ166773.
AU CLARK, PHILLIP A.
TI COMMUNITY EDUCATION AND ITS MAJOR COMPONENTS.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 5-8. JUL-AUG 77.
AB THE OPERATIONAL PHILOSOPHY OF COMMUNITY EDUCATION IS BASED ON THE CONCEPT THAT LEARNING IS A LIFELONG PROCESS AND THAT SCHOOLS AT ALL LEVELS SHOULD HELP PROVIDE VARIOUS KINDS OF LEARNING EXPERIENCES FOR COMMUNITY MEMBERS OF ALL AGES.

36 - FOUNDATIONS

AN EJ166772.
AU BURDIN, JOEL.
TI COMMUNITY EDUCATION'S PROMISE. EDITORIAL.
SO JOURNAL OF TEACHER EDUCATION. 28. 4. 2. JUL-AUG 77.
AB SCHOOLS SHOULD BE A PLACE WHERE FORMAL AND INFORMAL LEARNING OCCURS FOR ALL AGES AND OPERATIONAL HEADQUARTERS FOR THOSE WHO PROVIDE EDUCATION AND HUMAN SERVICES THROUGHOUT THE COMMUNITY.

36 - FOUNDATIONS

AN EJ166457.
AU MATSON, JANE.
TI ASSESSING SERVICE TO THE COMMUNITY FROM THE PERSPECTIVE OF SOCIETY.
SO NEW DIRECTIONS FOR COMMUNITY COLLEGES. 5. 2. 87-101. SUM 77.
AB CONTINUAL MONITORING OF THE COMMUNITY IS REQUIRED IF COMMUNITY COLLEGES WISH TO OFFER MEANINGFUL COMMUNITY-BASED PROGRAMS. THE COLLEGE MUST ALSO CONSTANTLY EVALUATE THE EXTENT TO WHICH IT ACHIEVES ITS COMMUNITY PROGRAM OBJECTIVES.

28 - EVALUATION

AN EJ163226.
AU ARNOLD, DON E. RAZOR, JACK E.
TI PHYSICAL EDUCATION AND COMMUNITY EDUCATION: EXTENDING THE SCOPE OF PHYSICAL EDUCATION.
SO PHYSICAL EDUCATOR. 34. 1. 20-3. MAR 77.

62 - PROGRAMS

AN EJ161805.
AU LAWSON, K. H.
TI COMMUNITY EDUCATION: A CRITICAL ASSESSMENT.
SO ADULT EDUCATION. 50. 1. 6-13. MAY 77.
AB LOOKS CRITICALLY AT THE BRITISH CONCEPT OF COMMUNITY EDUCATION AND AT THE VALUES AND ASSUMPTIONS WHICH APPEAR TO UNDERLIE IT, AND CALLS FOR GREATER CONSIDERATION OF THE VALUE JUDGMENTS AND THE POLITICAL IMPLICATIONS INVOLVED, BEFORE SCARCE RESOURCES ARE DIVERTED FROM ADULT TO COMMUNITY EDUCATION.

20 - COMPARATIVE

AN EJ161782.
AU WEISS, MARVIN W.
TI THE COMMUNITY COLLEGE ROLE IN COMMUNITY EDUCATION--MISUNDERSTANDING OR MISINFORMATION.
SO ADULT LEADERSHIP. 25. 10. 298,306. JUN 77.
AB A SURVEY OF COMMUNITY EDUCATORS SUBSTANTIATES THE ASSUMPTION THAT THE NEIGHBORHOOD SCHOOLS WILL NOT LOSE LOCAL CONTROL IF THERE ARE COOPERATIVE AGREEMENTS WITH COMMUNITY COLLEGES, AND THAT COMMUNITY SCHOOLS AND COMMUNITY COLLEGES SHOULD JOINTLY CONCERN THEMSELVES WITH LOCAL PROBLEMS, SUCH AS COMMUNITY DEVELOPMENT, COURSE NEEDS, AND RECREATION.

72 - RESEARCH

AN EJ161731.
AU WEST, LINDEN.
TI COMMUNITY SCHOOLS--ADULTS AND CHILDREN: A CUMBRIAN AAE PERSPECTIVE.
SO ADULT EDUCATION. 49. 6. 367-373. MAR 77.
AB EXAMINES THE ROLE OF THE "COMMUNITY SCHOOL", PARTICULARLY IN REFERENCE TO CUMBERLAND COUNTY, ENGLAND. NOTES THAT A GREATER EFFORT NEEDS TO BE MADE TO ENSURE THAT THE ADULT PART OF THE COMMUNITY IS ADEQUATELY CONSIDERED AND PROVIDED FOR, AND THAT THE ADULT EDUCATION CENTER SHOULD NOT BE REGARDED AS MERELY AN ADJUNCT OF THE SECONDARY SCHOOL.

20 - COMPARATIVE; 64 - PROGRAM DEVELOPMENT

AN EJ160794.
AU FLETCHER, SUZANNE M. AND OTHERS.
TI COMMUNITY EDUCATION.
SO COMMUNITY AND JUNIOR COLLEGE JOURNAL. 47. 8. 24-26. MAY 77.
AB THE RESULTS OF THE AACJC CENTER FOR COMMUNITY EDUCATION SURVEY OF 1,275 TWO YEAR INSTITUTIONS TO MEASURE COMMUNITY EDUCATION/COMMUNITY SERVICES ARE REPORTED, FOCUSING ON THE NATURE OF THE RESPONDENTS TO THE SURVEY, COOPERATION WITH OTHER AGENCIES, AND THE NATURE OF COMMUNITY EDUCATION PROGRAMS AND STAFF.

72 - RESEARCH

AN EJ160704.
AU CALLANAN, CHARLES.
TI THE COMMUNITY LEARNING CENTRE PROJECT OF NEWFOUNDLAND AND LABRADOR.
SO AUDIOVISUAL INSTRUCTION. 22. 2. 22-5. FEB 77.
AB THE COMMUNITY LEARNING CENTERS ARE ADULT EDUCATION CENTERS DELIBERATELY PLACED IN THE MORE REMOTE AREAS. USING VIDEO AS A MEDIUM, THEY OFFER PEOPLE THE OPPORTUNITY TO COMMUNICATE AMONG THEMSELVES AND WITH THE LARGER CENTERS OF DECISION MAKING.

20 - COMPARATIVE; 64 - PROGRAM DEVELOPMENT

AN EJ160120.
AU ARMSTRONG, R.
TI NEW DIRECTIONS FOR COMMUNITY EDUCATION.
SO COMMUNITY DEVELOPMENT JOURNAL. 12. 2. 75-84. APR 77.
AB OFFERS A FIVE-POINT PROGRAM FOR COMMUNITY EDUCATION (BASED ON A FLUID DEFINITION IN A BRITISH CONTEXT) WHICH INVOLVES SCHOOL AND COMMUNITY EDUCATION, CIVIC EDUCATION AND PARTICIPATION, COMMUNITY ACTION, PUBLIC EDUCATION CAMPAIGNS, AND COMMUNITY RELATIONS.

40 - FUTURES

AN EJ159743.
AU WALKER, JOHN E.
TI THE PHILOSOPHY OF COMMUNITY EDUCATION.
SO JOURNAL OF THOUGHT. 12. 1. 37-46. JAN 77.
AB ATTEMPTS TO CORRECT MISCONCEPTIONS ABOUT THE PHILOSOPHY OF COMMUNITY EDUCATION, REVIEWS ITS HISTORICAL BASE, AND DISCUSSES FIVE PRINCIPLES BASIC TO AN UNDERSTANDING OF AND A COMMITMENT TO THE COMMUNITY EDUCATION PHILOSOPHY.

36 - FOUNDATIONS; 44 - HISTORY

AN EJ157978.
AU DUHAMEL, DONALD J. AND OTHERS.
TI CONTINUING EDUCATION: FROM SMOOTH ROCK FALLS TO OPASATIKA.
SO JOURNAL OF EDUCATIONAL THOUGHT. 10. 3. 207-13. DEC 76.

AB DESCRIBES A COMMUNITY EDUCATION PROJECT IN A SPARSELY SETTLED AREA OF NORTHERN ONTARIO--ITS HISTORY AND SIGNIFICANT GROWTH INCLUDING THE REASONS WHY SUCH GROWTH OCCURRED. POINTS OUT CERTAIN BENEFITS THAT CAN ACCRUE TO THE SPONSORING AGENCIES INVOLVED IN COMMUNITY EDUCATION AND INDICATES IN WHAT DIRECTIONS THE PARTICULAR PROGRAM WHICH THEY HAVE STUDIED IS HEADING.

12 - AGENCIES; 20 - COMPARATIVE

AN EJ154575.
AU STEWART, BRIAN.

TI A COMMUNITY ADULT EDUCATION SERVICE.
SO ADULT EDUCATION. 49. 2. 69-74. JUL 76.
AB ARTICLE DISCUSSES THE IMPORTANCE OF THE DEMOCRATIC PROCESS OF INVOLVING PEOPLE IN THINKING AND MAKING DECISIONS ABOUT AND IN PLANNING AND PLAYING AN ACTIVE PART IN THE DEVELOPMENT AND OPERATION OF SERVICES THAT AFFECT THEIR DAILY LIVES; AND THE VALUE FOR PERSONAL FULFILLMENT OF BELONGING IN GROUPS.

40 - FUTURES

AN EJ152921.
AU BOBOWSKI, RITA CIPALLA.
TI GERT TOWN'S GOOD NEIGHBOR.
SO AMERICAN EDUCATION. 12. 7. 26-30. AUG/SEP 76.
AB XAVIER UNIVERSITY OF LOUISIANA DECIDED "NOT TO FOLLOW THE TRADITIONAL PATH" AND BROUGHT ABOUT A RICH AND MUTUALLY FULFILLING RELATIONSHIP WITH ITS COMMUNITY.

62 - PROGRAMS

AN EJ152737.
AU GINN, CLYDE N. RUSH, GARY S.
TI COMMUNITY EDUCATION: TOTAL COMMUNITY RESOURCE UTILIZATION.
SO SOUTHERN JOURNAL OF EDUCATIONAL RESEARCH. 10. 3. 168-73. SUM 76.
AB THE FOUR STEPS NECESSARY IN EVOLVING A MODEL FOR A COMMUNITY EDUCATION PROGRAM ARE DESCRIBED AS EXAMINATION OF THE COMMUNITY, ESTABLISHMENT OF OBJECTIVES, UTILIZATION OF RELATED RESEARCH, AND APPLICATION OF ETHICAL PRINCIPLES.

64 - PROGRAM DEVELOPMENT

AN EJ148602.
AU BIRR, KATHRYN.
TI THE RETIREMENT COMMUNITY: A NEW FRONTIER.
SO COMMUNITY COLLEGE FRONTIERS. 5. 1. 15-20. F 76.
AB DESCRIBES A SUCCESSFUL COOPERATIVE VENTURE BETWEEN A COMMUNITY COLLEGE AND A RETIREMENT COMPLEX TO PROVIDE EDUCATIONAL PROGRAMS FOR SENIOR CITIZENS.

62 - PROGRAMS

AN EJ148601.
AU SOLE, PAT. WILKINS, ARTHUR.
TI JOHN KNOX VILLAGE: COMMUNITY EDUCATION AND RETIRED PERSONS.
SO COMMUNITY COLLEGE FRONTIERS. 5. 1. 13-14. F 76.
AB DESCRIBES A SUCCESSFUL COOPERATIVE VENTURE BETWEEN A COMMUNITY COLLEGE AND A RETIREMENT COMPLEX. CLASSES ARE HELD AT THE RETIREMENT CENTER AND TEACHERS ARE DRAWN FROM THE RETIREMENT COMPLEX AS WELL AS FROM THE RETIRED COMMUNITY AT LARGE.

62 - PROGRAMS

AN EJ147668.
AU KOSHY, T. A.
TI IDENTIFYING EDUCATIONAL NEEDS OF THE COMMUNITY AROUND THE UNIVERSITY.
SO INDIAN JOURNAL OF ADULT EDUCATION. 37. 3. 5-6. MAR 76.
AB DISCUSSION OF GATHERING DATA FROM COMMUNITY SOURCES AND TECHNIQUES FOR COLLECTING DATA TO IDENTIFY EDUCATIONAL NEEDS FOR UNIVERSITY CONTINUING EDUCATION PROGRAMS.

40 - FUTURES; 72 - RESEARCH

AN EJ147522.
AU SHOOP, ROBERT J. SCHISLER, BRYAN L.
TI COMMUNITY EDUCATION: IMPLICATIONS FOR TEACHER TRAINING.
SO JOURNAL OF THOUGHT. 11. 2. 153-58. APR 76.
AB TWO EXAMPLES WERE GIVEN TO ILLUSTRATE THE RELATIONSHIP OF COMMUNITY EDUCATION AND TEACHER TRAINING. IN THE FIRST CASE AN EDUCATIONAL FOUNDATIONS PROGRAM WAS PRESENTED AND IN THE SECOND THE ORGANIZATIONAL STRUCTURE OF A SECONDARY METHODS COURSE WAS OUTLINED.

48 - INSTRUCTION; 84 - TEACHERS

AN EJ145051.
AU SAUNDERS, JOHN.
TI THE ROLE OF LOCAL RADIO IN COMMUNITY EDUCATION.
SO EBU REVIEW. 27. 53-55. MAY 76.
AB DESCRIBES AND PROVIDES EXAMPLES OF THE ROLE OF LOCAL RADIO PROGRAMS IN EDUCATING CHILDREN AS WELL AS IN SPOTLIGHTING COMMUNITY PROBLEMS AND PROVIDING CONSUMER AND OTHER INFORMATION FOR ADULTS.

16 - COMMUNICATIONS; 48 - INSTRUCTION

AN EJ143895.
TI COMMUNITY SCHOOLS: OUR COMMON CAUSE.
SO PARKS AND RECREATION. 11. 6. 37,45-6. JUN 76.
AB A COMMITTEE HAS BEEN FORMED IN RESPONSE TO THE BELIEF THAT EDUCATION AND PARK AND RECREATION AGENCIES CAN COEXIST PEACEFULLY.

12 - AGENCIES

AN EJ140657.
AU THORNE, JOSEPH L.
TI EDUCATORS AND COMMUNITY IN EDUCATION.
SO JOURNAL OF THOUGHT. 10. 4. 333-44. NOV 75.
AB THE TEACHER AND HIS RELATIONSHIP TO THE COMMUNITY WERE THE FOCUS OF THIS ARTICLE ALONG WITH THE COOPERATION OF THE SCHOOL WITH THE COMMUNITY'S OBJECTIVES AND ATTITUDES.

84 - TEACHERS

AN EJ140668.
AU HARRIS, OBADIAH.
TI THE NEED FOR COMMUNITY EDUCATION.
SO JOURNAL OF THOUGHT. 11. 1. 58-9. JAN 76.
AB IT HAS BEEN SAID THAT WE LIVE TODAY IN A SPIRITUAL VACUUM WHERE THE OLD VALUES HAVE BEEN DISCARDED AND NO NEW VALUES HAVE BEEN DISCOVERED TO TAKE THEIR PLACE. THAT IS A CRITICAL SITUATION THAT COMMUNITY COULD HELP TO ALLEVIATE.

36 - FOUNDATIONS

AN EJ140385.
AU POOLE, MARY D.
TI JUNIOR LEAGUES FOCUS ON COMMUNITY EDUCATION.
SO PARKS AND RECREATION. 10. 12. 21,50-1. DEC 75.
AB THE JUNIOR LEAGUE HAS PROVIDED MANY COMMUNITIES WITH VARIOUS VOLUNTEER SERVICES INCLUDING ENVIRONMENTAL EDUCATION.

62 - PROGRAMS

AN EJ139928.
AU DEMARAY, ELOIS.
TI A SCHOOL-COMMUNITY INTER-CITY PROJECT.
SO NATURE STUDY. 30. 1. 10-11. 76.
AB THIS ARTICLE BRIEFLY OUTLINES THE OBJECTIVES AND APPROACHES TO BE INSTITUTED IN ESTABLISHING AN ENVIRONMENTAL STUDIES PROGRAM FOR THE SAN FRANCISCO BAY AREA. THE PROJECT INCORPORATES COMMUNITY AND SCHOOL RESOURCES. THE APPROACH WILL BE INTERDISCIPLINARY COMBINING ECOLOGIC CONCEPTS WITH SOCIOECONOMIC CONCEPTS IN ANALYZING THE PAST AND PRESENT CONDITIONS.

62 - PROGRAMS

AN EJ138987.
AU WIRTZ, WILLARD.
TI ARCHITECTS OF COMMUNITY.
SO TRAINING AND DEVELOPMENT JOURNAL. 30. 6. 12-3. JUN 76.
AB THE GROWING NEEDS OF INDIVIDUALS WHO DID NOT FINISH HIGH SCHOOL AND OF OTHER ADULTS WISH TO MAKE CHANGES IN THEIR LIVES CAN BEST BE MET AT THE LOCAL LEVEL THROUGH EDUCATION--WORK PROGRAMS, OR DEFERRED EDUCATIONAL AND TRAINING OPPORTUNITIES, TO BE USED WHEN NEEDED.

82 - STUDENTS

AN EJ138530.
AU COOPER, ROBERT. GREGORY, JACK.
TI CAN COMMUNITY CONTROL OF INDIAN EDUCATION WORK.
SO AMERICAN INDIAN EDUCATION. 15. 3. 7-11. MAY 76.
62 - PROGRAMS

AN EJ137964.
AU DUMBARTON, LLOYD.
TI COLLEGE GOES TO THE SHOPPING CENTER.
SO JOURNAL OF EDUCATIONAL COMMUNICATION. 1. 1. 30-31. JUL-AUG 75.
AB ONE BRANCH OF BURLINGTON COUNTY COLLEGE IS LOCATED IN A SHOPPING CENTER, MAKING IT EASY FOR STUDENTS TO ATTEND CLASSES AND SAVE FUNDS THAT WOULD HAVE BEEN NECESSARY TO BUILD NEW FACILITIES.

62 - PROGRAMS

AN EJ135628.
AU VERI, CLIVE C.
TI OPEN OUR SCHOOLS 14 HOURS A DAY? YOU'RE NUTS.
SO THRESHOLDS IN SECONDARY EDUCATION. 2. 1. 31,29-30. SPR 76.
AB COMMUNITY EDUCATION INVOLVES THE USE OF PUBLIC SCHOOL BUILDINGS FOR TOTAL SERVICE TO THE COMMUNITY DURING BEFORE-SCHOOL, AFTER-SCHOOL, AND EVENING HOURS, WITH FACILITIES BECOMING COMPREHENSIVE COMMUNITY CENTERS FOR THE CONTINUING EDUCATION, ENRICHMENT, AND UNITY OF ALL THE PEOPLE.

36 - FOUNDATIONS

AN EJ135616.
AU PARKER, FLOYD G.
TI NEW USES FOR VACANT BUILDINGS.
SO THRESHOLDS IN SECONDARY EDUCATION. 2. 1. 5-6. SPR 76.
AB THE TRADITIONAL USE OF PUBLIC SCHOOL FACILITIES IS EXAMINED IN TERMS OF DECLINING ENROLLMENT, UNUSED CLASSROOMS, AND POTENTIAL COMMUNITY UTILIZATION OF THE SPACE.

40 - FUTURES

AN EJ135552.
AU KROMER, WILLIAM F.
TI FOR MORE INFORMATION-WHERE TO GO, WHOM TO CALL.
SO NASSP BULLETIN. 59. 394. 71-4. NOV 75.
AB PERSONS SERIOUSLY PLANNING TO IMPLEMENT COMMUNITY EDUCATION, OR EVEN THOSE WHO ARE EXPLORING THE CONCEPT, WILL FIND THIS ARTICLE USEFUL. THE AUTHOR OUTLINES SEVERAL SOURCES OF INFORMATION THAT WILL HELP ANSWER THEIR MANY QUESTIONS.

72 - RESOURCES

AN EJ135551.
AU TOTTEN, W. FRED.
TI COMMUNITY EDUCATION: ON BECOMING A UNIVERSAL PLAN.
SO NASSP BULLETIN. 59. 394. 63-70. NOV 75.
AB EXCERPTED HERE FROM AN ADDRESS PRESENTED TO THE INDIANA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, THIS ARTICLE FOCUSES ON HOW COMMUNITY EDUCATION PROGRAMS CAN HELP SOLVE SOME OF THE CRISES SCHOOLS FACE TODAY AS THEY SEARCH FOR RELEVANCY AND MEANING.

40 - FUTURES

AN EJ135550.
AU VAN VOORHEES, CURTIS; AND OTHERS.
TI RESEARCH SHOWS COMMUNITY EDUCATION HAS PROMISE.
SO NASSP BULLETIN. 59. 394. 59-62. NOV 75.
AB DESPITE DISCOURAGEMENT ABOUT WHAT A COUPLE OF STUDIES REVEAL ABOUT SOME ADMINISTRATORS' VIEWS OF COMMUNITY EDUCATION, THESE AUTHORS ARE OPTIMISTIC THAT THE CONCEPT CAN HELP SCHOOLS COPE WITH TODAY'S PROBLEMS AND THAT, PERHAPS, IT HOLDS THE KEY TO POSITIVE CHANGE.

72 - RESEARCH

AN EJ135547.
AU KRAUS, SUSAN. NORTHWICK, KENNETH.
TI THE EVENING PORTION OF THE COMMUNITY SCHOOL.
SO NASSP BULLETIN. 59. 394. 36-42. NOV 75.
AB WITH A SENSE OF ALARM IN WRITING, THESE AUTHORS URGE PRINCIPALS TO EXAMINE THE COMMUNITY EDUCATION CONCEPT AS SOON AS POSSIBLE. IT'S THEIR CHOICE TODAY, THEY WRITE, BUT TOMORROW IT MAY NOT BE AS TAXPAYERS SEARCH FOR FULL UTILIZATION OF PUBLIC FACILITIES.

40 - FUTURES

AN EJ135546.
AU MCCLAIN, BENJAMIN R.
TI COMMUNITY INVOLVEMENT: A CONCEPTUAL DESIGN.
SO NASSP BULLETIN. 59. 394. 28-35. NOV 75.
AB "INVOLVING ALL THE CITIZENS OF A COMMUNITY IS A SOCIAL IMPERATIVE," WRITES THE AUTHOR, WHO SEES COMMUNITY EDUCATION AS A "COMMUNITY-INVOLVING PROCESS".

36 - FOUNDATIONS

AN EJ135545.
AU UDELL, DONALD S.. NANCE, EVERETTE E.
TI ADMINISTRATIVE ALTERNATIVES: IMPLEMENTING COMMUNITY EDUCATION.
SO NASSP BULLETIN. 59. 394. 21-7. NOV 75.
AB AN EXAMINATION OF DIFFERENT KINDS OF ADMINISTRATIVE STRUCTURES FOR COMMUNITY EDUCATION PROGRAMS IS PRESENTED IN THIS ARTICLE. THE AUTHORS BELIEVE THE MODELS THEY DESCRIBE DEMONSTRATE COOPERATIVE ARRANGEMENTS AND ALTERNATIVE PLANS THAT ARE POSSIBLE.

04 - ADMINISTRATION

AN EJ135544.
AU LONGSTRETH, LARRY. PORTER, CHARLES.
TI ANATOMY OF A COMMUNITY SCHOOL.
SO NASSP BULLETIN. 59. 394. 16-20. NOV 75.
AB WHAT'S IN IT FOR YOU IS THE FRAMEWORK IN WHICH THESE AUTHORS DESCRIBE THE COMMUNITY SCHOOL CONCEPT. THEY ARE CAREFUL NOT TO CLAIM COMMUNITY SCHOOLS AS THE PANACEA TO EDUCATION'S CURRENT PROBLEMS, BUT THEY DO HAVE CONFIDENCE IN THE FUTURE OF THE CONCEPT.

36 - FOUNDATIONS

AN EJ135543.
AU DECKER, LARRY E.
TI COMMUNITY EDUCATION: THE NEED FOR CONCEPTUAL FRAMEWORK.
SO NASSP BULLETIN. 59. 394. 5-15. NOV 75.
AB IN ADDITION TO DEFINING THE CONCEPTS OF COMMUNITY EDUCATION AND THE COMMUNITY SCHOOL, THE AUTHOR COVERS THE BASIC TENETS AS WELL AS MANY OF THE MISCONCEPTIONS REGARDING THE SUBJECT.

36 - FOUNDATIONS

AN EJ135542.
AU LOGSDON, JAMES D.. KERENSKY, V. M.
TI THE PRINCIPAL'S RESPONSIBILITIES IN COMMUNITY EDUCATION.
SO NASSP BULLETIN. 59. 394. 1-4. NOV 75.

04 - ADMINISTRATION

AN EJ130521.
AU STAFFO, DONALD F.
TI EXAMINING THE MERITS FOR COMMUNITY EDUCATION.
SO EDUCATION. 96. 1. 78-80. F 75.
AB ARTICLE DEFINED COMMUNITY EDUCATION, WHICH WAS INTENDED TO CONTROL THE PREDICAMENT OF OVERLAPPING PROGRAMS, DESIGNED TO FILL LEISURE TIME, TO COORDINATE EXISTING PROGRAMS, AND TO GET MORE AND BETTER USE OUT OF COMMUNITY FACILITIES AND STATE AND FEDERAL FUNDS.

36 - FOUNDATIONS

AN EJ127660.
AU CREWS, ALTON C.
TI CAN COMMUNITY EDUCATION RESTORE THE AMERICAN DREAM.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 48-50. NOV-DEC 75.
AB DISCUSSES THE POTENTIAL OF COMMUNITY EDUCATION PROGRAMS FOR ORGANIZING AND COORDINATING EFFORTS TO SOLVE A WIDE VARIETY OF SOCIAL PROBLEMS, BUT CAUTIONS AGAINST THE DANGER OF OVERSELLING COMMUNITY EDUCATION AS A CURE-ALL FOR SOCIETY'S ILLS.

40 - FUTURES

AN EJ127659.
AU BERRIDGE, ROBERT I.. STARK, STEPHEN L.
TI THE "PROCESS" MODEL IN ACTION.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 43-47. NOV-DEC 75.
AB PRESENTS SIX SHORT CASE HISTORIES OF COMMUNITY EDUCATION PROJECTS IN TEXAS THAT WERE IMPLEMENTED USING THE PROCESS MODEL ADVOCATED BY THE CENTER FOR REGIONAL COMMUNITY EDUCATION AND TEXAS A & M UNIVERSITY.

62 - PROGRAMS

AN EJ127658.
AU OLSEN, EDWARD G.
TI A LIFE-CENTERED CURRICULUM.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 35-41. NOV-DEC 75.
AB EXAMINES THE CONCEPT OF A LIFE-CENTERED CORE CURRICULUM FOR SCHOOLS AND ARGUES THAT SUCH A CURRICULUM WOULD BE MORE RELEVANT TO STUDENTS AND WOULD BETTER SERVE THE NEEDS OF MODERN SOCIETY THAN A MORE TRADITIONAL CURRICULUM.

48 - INSTRUCTION; 60 - LIFELONG LEARNING

AN EJ127657.
AU MILLER, BRIAN P.. HALVORSEN, JAMES R.
TI IGE/COMMUNITY EDUCATION. SINCE WE'RE NEIGHBORS, LET'S BE FRIENDS.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 32-34,42. NOV-DEC 75.
AB PRESENTS A DIALOGUE BETWEEN JAMES R. HALVORSEN AND BRIAN P. MILLER, IN WHICH THEY DISCUSS SIMILARITIES BETWEEN INDIVIDUALLY GUIDED EDUCATION (IGE) AND COMMUNITY EDUCATION AND EXPLORE AREAS OF POSSIBLE AREAS OF POSSIBLE MUTUAL DEVELOPMENT BETWEEN IGE AND COMMUNITY EDUCATION.

48 - INSTRUCTION

AN EJ127656.
AU WARDEN, JOHN W.
TI THE CURRICULUM OF COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 28-31,47. NOV-DEC 75.
AB DISCUSSES CURRICULUM PLANNING AND DEVELOPMENT AS THEY RELATE SPECIFICALLY TO COMMUNITY EDUCATION PROGRAMS, EMPHASIZING THE IMPORTANCE OF A PROCESS ORIENTATION TO THE TASK OF CURRICULUM DEVELOPMENT.

48 - INSTRUCTION

AN EJ127655.
AU HOPKINS, KEITH W.
TI PLANNED COMMUNITY EDUCATION: A SYSTEMS APPROACH.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 22-26. NOV-DEC 75.
40 - FUTURES

AN EJ127654.
AU CLARK, PHILLIP A.. STEFURAK, A. L.
TI LEADERSHIP FOR CHANGE.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 18-21. NOV-DEC 75.
AB DISCUSSES THE DIFFERENCES BETWEEN THE LEADER-CENTERED STYLE OF EDUCATIONAL LEADERSHIP AND FACILITATIVE LEADERSHIP, AND SUGGESTS THAT THE FACILITATIVE APPROACH IS MORE EFFECTIVE IN THE LONG RUN, ALTHOUGH MORE DIFFICULT TO IMPLEMENT.

04 - ADMINISTRATION

AN EJ127652.
AU OLSEN, EDWARD G.
TI STANDING ON THE SHOULDERS OF PIONEERS.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 8-12,47. NOV-DEC 75.
AB BRIEFLY SUMMARIZES SOME OF THE WORK OF 18 EDUCATION PIONEERS WHO CONTRIBUTED TO THE DEVELOPMENT OF THE COMMUNITY EDUCATION MOVEMENT, BEGINNING WITH JON AMOS COMENIUS IN 1632 AND CONTINUING THROUGH THE EFFORTS OF SUCH CONTEMPORARY AMERICAN EDUCATORS AS FRANK J. MANLEY AND W. FRED TOTTEN.

44 - HISTORY

AN EJ127651.
AU BELL, T. H.
TI LET'S BRING EDUCATION BACK HOME.
SO COMMUNITY EDUCATION JOURNAL. 5. 6. 5,50,55. NOV-DEC 75.
AB DISCUSSES SOME OF THE EDUCATIONAL NEEDS NOT PRESENTLY BEING MET BY THE FORMAL EDUCATIONAL SYSTEM IN THE UNITED STATES AND SUGGESTS SOME WAYS THAT COMMUNITY EDUCATION PROGRAMS CAN ADDRESS THESE NEEDS THROUGH THE USE OF EXISTING EDUCATIONAL FACILITIES AND PROFESSIONAL EXPERTISE.
64 - PROGRAM DEVELOPMENT

AN EJ127312.
AU HIEMSTRA, ROGER.
TI THE EDUCATIVE COMMUNITY IN ACTION.
SO ADULT LEADERSHIP. 24. 3. 82-5. NOV 75.
AB THE ROLE OF THE EDUCATOR CAN BECOME ONE OF IDENTIFYING THE VARIOUS COMMUNITY RESOURCES OF AN EDUCATIONAL NATURE THAT CAN BE UTILIZED BY LEARNERS. AN ELEMENTARY SCHOOL PROJECT AT RED OAK, IOWA, AND A UNIVERSITY OF NEBRASKA GRADUATE STUDENT PROJECT UTILIZING COMMUNITY RESOURCES ARE DESCRIBED.
62 - PROGRAMS

AN EJ126868.
AU RIZNIK, BARNES.
TI "DON'T TREAD ON ME": RUNNING THE OBSTACLE COURSE OF COMMUNITY EDUCATION.
SO SOCIAL EDUCATION. 39. 7. 458-60. NOV-DEC 75.
AB THE PROBLEMS AND ADVANTAGES OF USING MUSEUMS, ENVIRONMENTAL EDUCATION CENTERS, AND COMMUNITY GROUPS FOR TEACHING ABOUT THE BICENTENNIAL ARE EXAMINED.
12 - AGENCIES

AN EJ124667.
AU NELSON, MARY.
TI COMMUNITY LINKS.
SO COMMUNITY COLLEGE FRONTIERS. 4. 1. 36-39. FALL 75.
AB AT MORAINE VALLEY COMMUNITY COLLEGE (ILLINOIS), A CHAIN OF EVENTS, PROGRAMS, ACTIVITIES, AND SERVICES HAS LINKED THE COLLEGE AND COMMUNITY IN SUCH AREAS AS FINE ARTS, ETHNIC GROUPS, PUBLIC SERVICES, COMMUNITY ACTION, COMMUNITY SERVICE, AND COMMUNITY EDUCATION.
62 - PROGRAMS

AN EJ124160.
AU GARDNER, PAM. LUTZ, BARRY.
TI HOW TO FIND YOUR COMMUNITY (AND KEEP IT).
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 47-48,50. SEP-OCT 75.
AB DISCUSSES THE NEED FOR ACTIVE CITIZEN INVOLVEMENT AND SUPPORT FOR COMMUNITY EDUCATION PROGRAMS AND OFFERS RECOMMENDATIONS ON HOW PROGRAM ADMINISTRATORS CAN IMPROVE THEIR COMMUNICATION AND PUBLIC RELATIONS SKILLS.
04 - ADMINISTRATION; 16 - COMMUNICATIONS; 68 - PUBLIC RELATIONS

AN EJ124158.
AU GAMM, LARRY. WAGER, SANDRA.
TI COMMUNITY EDUCATION AND LOCAL GOVERNMENT.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 38-39,63. SEP-OCT 75.
AB DESCRIBES DEVELOPMENT AND PRELIMINARY IMPLEMENTATION OF THE COMMUNITY EDUCATION PROGRAM ON HOME RULE, A STATEWIDE PROGRAM TO AID LOCAL COMMUNITIES IN EDUCATING CITIZENS ABOUT THE POSSIBILITY OF MODIFYING THEIR MUNICIPAL GOVERNMENT UNDER THE PROVISIONS OF PENNSYLVANIA'S HOME RULE CHARTER AND OPTIONAL PLANS LAW.
64 - PROGRAM DEVELOPMENT

AN EJ124156.
AU ALLEN, DWIGHT W.. ROSSMAN, MARK H.
TI A PERSPECTIVE ON LIFE LONG LEARNING.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 31-33. SEP-OCT 75.
60 - LIFELONG LEARNING

AN EJ124155.
AU BUTCHER, DONALD G.. DORLAND, JAMES R.
TI NATIONAL SEMINAR ATTRACTS LEADERS OF THREE NATIONAL ASSOCIATIONS.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 27-30. SEP-OCT 75.
AB DESCRIBES THE NATIONAL SEMINAR ON ADULT AND COMMUNITY EDUCATION, WHICH WAS JOINTLY SPONSORED BY THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES, THE NATIONAL COMMUNITY EDUCATION ASSOCIATION, AND THE NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION TO DISCUSS STRATEGIES FOR DEVELOPING COOPERATIVE RELATIONSHIPS AND TO SEEK WAYS FOR THE ASSOCIATIONS TO WORK TOGETHER.
12 - AGENCIES

AN EJ124154.
AU EYSTER, GEORGE W.
TI INTERAGENCY COLLABORATION.THE KEYSTONE TO COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 24-26,33. SEP-OCT 75.
12 - AGENCIES

AN EJ124153.
AU PARSON, STEVE R.
TI COMMUNITY EDUCATION AND COOPERATIVE EXTENSION.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 21-22. SEP-OCT 75.
12 - AGENCIES

AN EJ124152.
AU GOLDER, GORDON; AND OTHERS.
TI COOPERATIVE COMMUNITY SERVICE RELATIONSHIPS DEVELOPED BY A FOUR-YEAR STATE COLLEGE.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 17-20. SEP-OCT 75.
12 - AGENCIES

AN EJ124149.
AU EDWARDS, WILLIAM L.
TI PUBLIC SCHOOL ADULT EDUCATION AND THE IMPORTANCE OF COMMUNITY AGENCY COOPERATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 9-10,16. SEP-OCT 75.

12 - AGENCIES

AN EJ124148.
AU MEDLIN, CARL H.
TI AN INTER-RELATIONSHIP APPROACH TO COMMUNITY EDUCATION IN FLORENCE, SOUTH CAROLINA.
SO COMMUNITY EDUCATION JOURNAL. 5. 5. 7-8,16. SEP-OCT 75.

62 - PROGRAMS

AN EJ120810.
AU DIXON, BRIAN.
TI THE ROLE OF COMMUNITY EDUCATION IN COMMUNITY DEVELOPMENT.
SO COMMUNITY EDUCATION JOURNAL. 5. 4. 22-25,32. JUL-AUG 75.
AB THE STATE OF VICTORIA (AUSTRALIA) IS ATTEMPTING TO ADOPT THE FOLLOWING PREMISES: EDUCATION OUGHT TO BE A CONTINUING, LIFELONG PROCESS; IT SHOULD TAKE PLACE THROUGH LIVING, THAT IS, IN THE INTERACTION OF THE INDIVIDUAL WITH THE REST OF THE COMMUNITY; AND IT OUGHT TO PROVIDE EXPERIENCES THAT BENEFIT A PERSON.

20 - COMPARATIVE; 60 - LIFELONG LEARNING

AN EJ117553.
AU FLORES, ERNEST Y.
TI INITIATING A COLLEGE OR UNIVERSITY TRAINING PROGRAM IN COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 3. 38-40. MAY-JUN 75.
AB DESCRIBES A UNIVERSITY-BASED PROGRAM FOR TRAINING COMMUNITY EDUCATION DIRECTORS, WITH RECOMMENDATIONS FOR INITIATING THE PROGRAM.

64 - PROGRAM DEVELOPMENT

AN EJ117552.
AU RINGERS, JOSEPH, JR.
TI ARCHITECTS AND PLANNERS NEED TRAINING IN COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5 3. 35,40. MAY-JUN 75.
AB SUGGESTS THAT ARCHITECTS AND PLANNERS WILL NEED INTERPERSONAL SKILLS TO COPE WITH THE COMPLEX JOB OF PLANNING FOR COMMUNITY EDUCATION PROGRAMS.

64 - PROGRAM DEVELOPMENT

AN EJ117551.
AU WATT, LEROY. LISICICH, PRISCILLA A.
TI COMMUNITY EDUCATION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES: A STUDY AND SUMMARY.
SO COMMUNITY EDUCATION JOURNAL. 5. 3. 12-15. MAY-JUN 75.
AB REPORTS ON THE DEVELOPMENT OF VARIOUS UNIVERSITY-BASED TRAINING PROGRAMS FOR COMMUNITY SCHOOL DIRECTORS, ARISING FROM THE RAPID EXPANSION OF COMMUNITY EDUCATION PROGRAMS AND REALIZATION OF THE NEED FOR SPECIALLY TRAINED PERSONNEL.

64 - PROGRAMS

AN EJ115305.
AU STEVENS, JACK.
TI COMMUNITY SCHOOLS.
SO EDUCATION CANADA. 14. 4. 11-5. DEC 74.
AB SET DOWN HERE ARE THE BASIC PRINCIPLES BEHIND COMMUNITY SCHOOLS AND HOW THEY ARE DEVELOPED.

36 - FOUNDATIONS

AN EJ114628.
AU DUBOIS, EUGENE E.
TI COMMUNITY EDUCATION: A REALISTIC ROLE FOR THE COMMUNITY COLLEGE.
SO COMMUNITY AND JUNIOR COLLEGE JOURNAL. 45. 7. 18-19. APR 75.
AB THIS ARTICLE REVIEWS RESEARCH CONDUCTED BY MARVIN W. WEISS ON THE COOPERATION OF COMMUNITY COLLEGES AND COMMUNITY SCHOOLS AND LISTS THE POTENTIAL AREAS OF COOPERATION HE IDENTIFIED. IN LIGHT OF THE PRESENT ECONOMIC SITUATION, IT IS ESSENTIAL THAT THESE TWO SIGNIFICANT EDUCATIONAL ENTERPRISES WORK TOGETHER TO IMPROVE THE QUALITY OF LIFE FOR THEIR CONSTITUENTS.

72 - RESEARCH

AN EJ114233.
AU HENDERSON, RANCE.
TI COMMUNITY EDUCATION AND THE NORTH CAROLINA SCHOOL FOR THE DEAF.
SO AMERICAN ANNALS OF THE DEAF. 119. 6. 727-8. DEC 74.

62 - PROGRAMS

AN EJ112459.
TI BRIEF REPORTS ON EVALUATION PROJECTS.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 47-49. MAR-APR 75.
AB SUMMARIZES NINE PROGRAM EVALUATION PROJECTS. LISTS A SOURCE PERSON FOR EACH PROJECT.

28 - EVALUATION

AN EJ112458.
AU FISH, THOMAS; AND OTHERS.
TI COMMUNITY EDUCATION EVALUATION AROUND THE NATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 40-46,49. MAR-APR 75.
AB BRIEFLY DESCRIBES THE PROCESSES AND METHODS USED TO EVALUATE SIX DIFFERENT COMMUNITY EDUCATION PROGRAMS.

28 - EVALUATION

AN EJ112457.
AU WRIGHT, WILLIAM J.. ANDERSON, BEVERLY L.
TI AN APPROACH TO EVALUATING COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 37-39. MAR-APR 75.
AB INCLUDES A MODEL FOUR-STAGE PLAN FOR EVALUATING COMMUNITY EDUCATION PROGRAMS.

28 - EVALUATION

AN EJ112456.
AU BRIGHT, WILLIAM E. II; AND OTHERS.
TI THE ROLE OF CENTERS IN LOCAL EVALUATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 33-36,49. MAR-APR 75.
AB ADMINISTRATORS OF FOUR UNIVERSITY-BASED CENTERS FOR COMMUNITY EDUCATION PRESENT THEIR VIEWS ON THE ROLE OF CENTERS LIKE THEIRS IN THE EVALUATION OF LOCAL COMMUNITY EDUCATION PROGRAMS.

28 - EVALUATION

AN EJ112455.
AU NIERMAN, WAYNE H.
TI THE ROLE OF THE STATE DEPARTMENT OF EDUCATION IN EVALUATING COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 31-32. MAR-APR 75.

28 - EVALUATION

AN EJ112454.
AU STEELE, MARILYN.
TI CITIZEN PARTICIPATION IN THE PLANNING/EVALUATION PROCESS: BRIEF CASE STUDIES OF WILMINGTON, GRAND RAPIDS, GENESEE COUNTY DRUG COMMISSION, AND MOTT CHILDREN'S HEALTH CENTER.

SO COMMUNITY EDUCATION JOURNAL. 5. 2. 28-30. MAR-APR 75.
28 - EVALUATION; 40 - FUTURES

AN EJ112453.
AU AHOLA, ALLEN.
TI A RESPONSE TO SOME CONCERNS ABOUT PERFORMANCE OBJECTIVES.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 25-26. MAR-APR 75.
AB A COMMUNITY SCHOOL DIRECTOR DISCUSSES FOUR MAJOR CRITICISMS OF THE USE OF PERFORMANCE OBJECTIVES IN EVALUATING COMMUNITY EDUCATION PROGRAMS.

28 - EVALUATION

AN EJ112452.
AU CARLSON, ROBERT V.
TI PERFORMANCE OBJECTIVES: BANE OR WINDFALL.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 24,26-27. MAR-APR 75.
AB CONSIDERS THE POTENTIAL BENEFITS AND PROBLEMS OF USING PERFORMANCE OBJECTIVES TO EVALUATE COMMUNITY EDUCATION PROGRAMS AND DISCUSSES THREE DIFFERENT CONCEPTUAL PERSPECTIVES ON THE USE OF PERFORMANCE OBJECTIVES.

28 - EVALUATION

AN EJ112451.
AU SANTELLANES, DAVID A.
TI PROCESS EVALUATION IN COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 20-23. MAR-APR 75.
AB DISCUSSES THE IMPORTANCE OF PROCESS EVALUATION IN PLANNING AND IMPROVING COMMUNITY EDUCATION PROGRAMS. OFFERS A MODEL FOR PROCESS EVALUATION AND PROVIDES AN EXAMPLE OF HOW THAT MODEL MIGHT BE APPLIED TO A HYPOTHETICAL COMMUNITY EDUCATION PROGRAM.

28 - EVALUATION

AN EJ112450.
AU WOOD, GEORGE S. JR.
TI THE EVALUATION PROCESS: THE PLACE TO START IS WITH THE GROUNDWORK.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 17-19. MAR-APR 75.
AB STRESSES THE IMPORTANCE OF CAREFUL PLANNING PRIOR TO THE BEGINNING OF AN EVALUATION EFFORT AND DISCUSSES A NUMBER OF BASIC QUESTIONS THAT A COMMUNITY EDUCATOR SHOULD CONSIDER IN PLANNING ANY EVALUATION PROGRAM.

28 - EVALUATION

AN EJ112449.
AU HAMMOND, ROBERT L.
TI ESTABLISHING PRIORITIES FOR INFORMATION AND DESIGN SPECIFICATIONS FOR EVALUATING COMMUNITY EDUCATION PROGRAMS.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 13-16. MAR-APR 75.

28 - EVALUATION

AN EJ112448.
AU STUFFLEBEAM, DANIEL L.
TI EVALUATION AS A COMMUNITY EDUCATION PROCESS.
SO COMMUNITY EDUCATION JOURNAL. 5. 2. 7-12,19. MAR-APR 75.
AB EMPHASIZES THE NEED FOR IMPROVED EVALUATION OF COMMUNITY EDUCATION EFFORTS. OUTLINES A CONCEPTUAL FRAMEWORK FOR PROGRAM EVALUATION AND OFFERS AN OPERATIONAL DEFINITION OF EVALUATION TO SERVE AS A GUIDE FOR ORGANIZING AND CONDUCTING EVALUATION OF COMMUNITY EDUCATION PROGRAMS.

28 - EVALUATION

AN EJ111427.
AU LOVENS, HERBERT D., RAKO, JULES.
TI A COMMUNITY APPROACH TO THE PREVENTION OF CHILD ABUSE.
SO CHILD WELFARE. 54. 2. 83-88. FEB 75.
AB DESCRIBES A SUBURBAN COMMUNITY'S EFFORT TO IDENTIFY AND INTERVENE IN SITUATIONS WHERE CHILDREN ARE DESIGNATED AS "VULNERABLE". THIS PROGRAM OPERATES THROUGH A COORDINATED SYSTEM OF INTERAGENCY AND HOSPITAL COMMUNICATION, A COMMUNITY CROSS-INDEXING REGISTER OF VULNERABLE CHILDREN, AND A SYSTEM OF QUALITY CONTROL.

62 - PROGRAMS

AN EJ111398.
AU PURDY, LESLIE.
TI SERVING THE COMMUNITY: COMMUNITY COLLEGES AND COMMUNITY SCHOOLS--A LITERATURE REVIEW.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 12-15. JAN-FEB 75.
AB REVIEWS THE LITERATURE RELATING TO COMMUNITY EDUCATION, POINTING TO THE DIFFERENCES AND SIMILARITIES IN THE ROLES OF TWO-YEAR COLLEGES AND COMMUNITY SCHOOLS. PARTICULAR ATTENTION IS GIVEN TO AREAS OF COMPETITION AND COOPERATION.

76 - RESOURCES

AN EJ111377.
AU LITTLE, AUGUSTUS.
TI HOW "COMMUNITY" ARE THE COMMUNITY COLLEGES.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 52-53. JAN-FEB 75.
AB REPORTS A STUDY WHICH SOUGHT TO IDENTIFY AND THEN TO PRIORITIZE THE GOALS FOR COMMUNITY SERVICE PROGRAMS IN FLORIDA'S 28 PUBLIC COMMUNITY COLLEGES ON A STATE-WIDE BASIS. MAKES SPECIFIC RECOMMENDATIONS BASED ON THE RESULTS.

40 - FUTURES; 64 - PROGRAM DEVELOPMENT

AN EJ111375.
AU MARTIN, GERALD C. AND OTHERS.
TI COMMUNITY EDUCATION AND THE COMMUNITY COLLEGE: A SUCCESS STORY IN SOUTHWEST MICHIGAN.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 36-40,45. JAN-FEB 75.
AB A SERIES OF THREE VIEWPOINTS ON THE COMMUNITY EDUCATION PROGRAM AT KELLOGG COMMUNITY COLLEGE. INITIAL COMPETITION BETWEEN COMMUNITY EDUCATION DIRECTORS AND THE COLLEGE DIRECTOR OF COMMUNITY EDUCATION HAS CHANGED TO COOPERATION, RESULTING IN INCREASED ENROLLMENTS AND REDUCED ADVERTISING COSTS.

62 - PROGRAMS

AN EJ111374.
AU SEAY, MAURICE F.
TI THE ROLE OF THE COMMUNITY COLLEGE IN COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 33-34. JAN-FEB 75.
AB EFFECTIVE COMMUNITY EDUCATION DEPENDS UPON DESIGNATED LEADERSHIP PLACED HIGH IN THE ADMINISTRATIVE HIERARCHY OF AN EXISTING EDUCATIONAL AGENCY. THIS ARTICLE LISTS THE THREE MAJOR FUNCTIONS OF THE ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE IN COMMUNITY EDUCATION AND SIX ROLES FOR COMMUNITY COLLEGES.

04 - ADMINISTRATION

AN EJ111373.
AU PAPPAS, CHARLES N.
TI THE COMMUNITY COLLEGE AND COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 30,48,55. JAN-FEB 75.
AB DESCRIBES THE VARIOUS ASPECTS OF COMMUNITY EDUCATION--CAREER TRAINING AND TRANSFER PROGRAMS, CONTINUING EDUCATION, AND CULTURAL AND RECREATIONAL PROGRAMS--IN FLINT, MICHIGAN. BRIEFLY DESCRIBES THE ACSD (ASSOCIATE COMMUNITY SCHOOL DIRECTOR) PROGRAM, WHICH TRAINS PERSONNEL FOR ACTIVE COMMUNITY SCHOOL DIRECTION, EMPHASIZING THE RELATIONSHIP BETWEEN SCHOOL AND NON-SCHOOL UNITS FOR SUCCESSFUL COMMUNITY EDUCATION.

62 - PROGRAMS

AN EJ111372.
AU MINZEY, JACK.
TI COMMUNITY EDUCATION VS. COMMUNITY COLLEGES: A CASE OF ROLE DEFINITION.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 23-25. JAN-FEB 75.
AB THE FUNCTION OF COMMUNITY SCHOOLS IS TO RELATE COMMUNITY NEEDS TO EXISTING COMMUNITY RESOURCES AND TO OFFER PROGRAMS ONLY IF NO OTHER EDUCATIONAL INSTITUTION CAN EFFECTIVELY OFFER THEM. COMPETITION FOR STUDENTS AND PROGRAMS BETWEEN COMMUNITY SCHOOLS AND OTHER COMMUNITY RESOURCES SHOULD BE SUBORDINATED TO AN ASSESSMENT OF INSTITUTIONAL CAPABILITIES FOR PROGRAM DELIVERY.

64 - PROGRAM DEVELOPMENT

AN EJ111371.
AU WEISS, MARVIN W.
TI NO-ACTION TO CO-ACTION THROUGH CO-OPERATION: "MODELS OF COOPERATION BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS".
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 17-21,56. JAN-FEB 75.
AB AFTER REQUESTING, RECEIVING, AND EVALUATING INFORMATION FROM 10 COMMUNITY COLLEGES, THE WRITER ASSIMILATED THE IDEAS FOR COOPERATION WHICH ARE PRESENTED HERE AS A MODEL FOR ALL COMMUNITY COLLEGES. COOPERATIVE PROGRAMS AT FIVE COMMUNITY COLLEGES ARE DETAILED.

64 - PROGRAM DEVELOPMENT

AN EJ111370.
AU DU BOIS, EUGENE E.. DRAKE, SANDRA.
TI THE STATE OF COOPERATION BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 9-10. JAN-FEB 75.
AB PROPOSES A LIST OF ACTIONS PROPER TO COMMUNITY COLLEGES AND COMMUNITY SCHOOLS WHICH, IF TAKEN TOGETHER, WILL PROVIDE TOTAL COMMUNITY EDUCATION. ALSO INCLUDES RESPONSES TO A SURVEY OF APPROXIMATELY 900 TWO-YEAR COLLEGES CONDUCTED TO EVALUATE THE CURRENT STATUS OF COOPERATION.

64 - PROGRAM DEVELOPMENT; 72 - RESEARCH

AN EJ111369.
AU MYRAN, GUNDER A. ED. AND OTHERS.
TI COMMUNITY COLLEGE--COMMUNITY SCHOOL COOPERATION.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 7-8. JAN-FEB 75.
AB THIS JOINT POSITION PAPER SPONSORED BY THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES AND THE NATIONAL COMMUNITY EDUCATION ASSOCIATION RECOMMENDS THE CREATION, IN LOCAL COMMUNITIES, OF COMMUNITY EDUCATION COUNCILS COMPOSED OF ALL PUBLIC AND PRIVATE AGENCIES PROVIDING EDUCATIONAL SERVICES TO CITIZENS AND COMMUNITY ORGANIZATIONS.

64 - PROGRAM DEVELOPMENT

AN EJ111368.
AU GLEAZER, EDMUND J. JR.
TI GUEST EDITORIAL: A SIGNIFICANT LINKAGE.
SO COMMUNITY EDUCATION JOURNAL. 5. 1. 5-6. JAN-FEB 75.
AB COMMUNITY COLLEGES AND COMMUNITY SCHOOLS MUST TAKE STEPS TO WORK TOGETHER TO FURTHER THEIR COMMON INTERESTS IN LIFE-LONG LEARNING AND THE CONTINUING EDUCATION OF THE "ADULT" LEARNER. THIS WILL AVOID A WASTING OF RESOURCES, DUPLICATION OF EFFORT AND FACILITIES, AND NEEDLESS EXPENDITURES.

60 - LIFELONG LEARNING; 64 - PROGRAM DEVELOPMENT

AN EJ109237.
AU PASSANTINO, RICHARD J.
TI COMMUNITY/SCHOOL FACILITIES: THE SCHOOLHOUSE OF THE FUTURE.
SO PHI DELTA KAPPAN. 56. 5. 306-309. JAN 75.
AB SHOWS HOW COMMUNITY EDUCATION INFLUENCES SCHOOL BUILDING DESIGN CONCEPTS.

40 - FUTURES

AN EJ108594.
TI THE COMMUNITY EDUCATION APPROACH TO LEARNING.
SO NORTH CENTRAL ASSOCIATION QUARTERLY. 49. 2. 301-07. F 74.
AB COMMUNITY EDUCATION IS A LEARNING PROGRAM DEDICATED TO FULFILLING THE UNMET NEEDS OF ALL INDIVIDUALS IN A COMMUNITY BY OFFERING LEARNING OPPORTUNITIES THROUGHOUT THE DAY AND YEAR AND BY USING MANY OF THE RESOURCES OF THE COMMUNITY.

48 - INSTRUCTION

AN EJ107082.
AU TRIOMPO, PATRICIA.
TI WHO ARE YOU AND WHAT DO YOU DO.
SO CAREER EDUCATION DIGEST. 2. 1. 8-10. SEP/OCT 74.
AB A FIRST GRADE PROGRAM IN CAREER EDUCATION DESIGNED TO ACQUAINT CHILDREN WITH THE VARIOUS PEOPLE PERFORMING COMMUNITY SERVICES, TO HELP THEM LEARN THE ROLE AND RESPONSIBILITY INVOLVED IN PROVIDING THESE SERVICES, AND TO RELATE THESE ASPECTS TO PRIDE AND TRUST IN GETTING A JOB WELL DONE.

62 - PROGRAMS

AN EJ105903.
AU KATNER, NORMAN C.
TI A SUPERINTENDENT LOOKS AT COMMUNITY EDUCATION AND FACILITIES.
SO COMMUNITY EDUCATION JOURNAL. 4. 6. 49-50. NOV-DEC 74.
AB COMMUNITY EDUCATION'S GREATEST FUTURE POTENTIAL MAY LIE IN THE CONVERSION OF EXISTING SCHOOL FACILITIES TO COMMUNITY SCHOOLS.

04 - ADMINISTRATION

AN EJ105902.
AU GRAVES, BEN E.
TI FOUND: SPACE FOR COMMUNITY EDUCATION IN EXISTING FACILITIES.
SO COMMUNITY EDUCATION JOURNAL. 4. 6. 46-48. NOV-DEC 74.
AB DECLINING ENROLLMENTS IN MANY GEOGRAPHIC AREAS RESULT IN SPACE BEING AVAILABLE FOR A COMMUNITY SCHOOL IN MANY EXISTING SCHOOL BUILDINGS. DESCRIBES COMMUNITY SCHOOL FACILITIES THAT HAVE BEEN DEVELOPED FROM FOUND SPACE.

48 - INSTRUCTION

AN EJ105900.
AU BUSH, DONALD O.
TI PLANNING FOR COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 6. 12-17,54. NOV-DEC 74.
AB CONCERNS THE PLANNING AND DEVELOPMENT OF FACILITIES FOR COMMUNITY EDUCATION. EXAMINES THE LARGER ROLE OF THE COMMUNITY IN THE TOTAL EDUCATIVE PROCESS. SUGGESTS THAT PLANNERS CONCERN THEMSELVES WITH INSTRUCTION AS WELL AS EDUCATION, WITH THE COMMUNITY AS WELL AS SCHOOLS, WITH PEOPLE AS INDIVIDUALS RATHER THAN AS GROUPS, WITH THE INDIVIDUAL'S GOALS ASPIRATIONS RATHER THAN WITH THOSE OF THE EDUCATOR OR THE STATE, AND WITH EDUCATION AS A LIFETIME OF LEARNING AT ALL LEVELS.
40 - FUTURES

AN EJ105899.
AU MCCOY, WILLIAM J.
TI THE COMMUNITY/SCHOOL/CENTER: RESOURCES AND ECONOMIES MAKE IT A MUST.
SO COMMUNITY EDUCATION JOURNAL. 4. 6. 8-10. NOV-DEC 74.
AB DESCRIBES HOW THE CITY OF SPRINGFIELD, MASSACHUSETTS, HAS PHYSICALLY CONNECTED, WITH A PUBLIC PEDESTRIAN MALL, TWO DIVERSE AND ISOLATED NEIGHBORHOODS. THESE NEIGHBORHOODS HAVE COMMON FACILITIES TO HOUSE AND ACCOMMODATE CENTRALIZED COMMUNITY SERVICES; AND BROAD PROGRAMS FOR EDUCATIONAL, CULTURAL, AND SOCIAL ACTIVITIES.
48 - INSTRUCTION

AN EJ105829.
AU FRANK, ROLAND G.
TI ACCOUNTABILITY -- AN INTEGRAL PART OF COMMUNITY EDUCATION.
SO IMPACT ON INSTRUCTIONAL IMPROVEMENT. 10. 1. 12-15. 74.
AB IN ORDER TO IMPROVE THE CHANCES FOR A WORKING ACCOUNTABILITY SYSTEM THERE WILL NEED TO BE A CHANGE IN MANY OF THE TRADITIONAL ORGANIZATIONAL PATTERNS OF EDUCATIONAL ESTABLISHMENTS.
28 EVALUATION

AN EJ105326.
AU YODER, LINDA. KOERSELMAN, GARY.
TI THE LOCAL AFFAIRS SEMINAR: A MODEL FOR COLLEGE-COMMUNITY INTERACTION.
SO ADULT LEADERSHIP. 23. 4. 121-3. OCT 74.
AB A DESCRIPTION IS OFFERED OF A PROJECT SUCCESSFULLY CARRIED OUT BY A COMMUNITY COLLEGE WITH THE AIM OF BRINGING TOGETHER STUDENTS, LOCAL GOVERNMENT OFFICIALS, ACADEMICIANS, AND OTHER VOTERS TO DISCUSS ISSUES. A TELEVISION-PLUS-FORUM FRAMEWORK MADE IT POSSIBLE TO LINK RESOURCES WITH PROBLEMS, ACADEMICIANS WITH PRACTITIONERS.
62 - PROGRAMS

AN EJ103676.
AU THOMAS, PAUL V.
TI COMMUNITY EDUCATION IN AN ISOLATED AREA.
SO ADULT EDUCATION (LONDON). 47. 2. 73-80. JUL 74.
AB IN SHIPSTON-ON-STOUR, ENGLAND, AN ISOLATED RURAL AREA, AN EXPERIMENT IN COMMUNITY EDUCATION WAS DEVELOPED WHEREBY COMMUNITY PROJECTS WERE BASED OUTSIDE THE SCHOOL BUILDING, ORGANIZED IN PARTNERSHIP WITH LOCAL INHABITANTS, AND ADAPTED ACCORDING TO LOCAL REQUIREMENTS.
20 - COMPARATIVE; 48 - INSTRUCTION

AN EJ102623.
AU HOWERTON, EVERETT B.
TI MANY SCHOOL BOARDS INCREASING THEIR SUPPORT FOR COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 60-61. SEP-OCT 74.
AB SCHOOL BOARDS ACROSS THE COUNTRY ARE OPENING THEIR SCHOOL FACILITIES UP FOR USE AFTER THE SCHOOL DAY AND IN THE EVENING. THIS TREND IS THE RESULT OF PUBLIC DEMANDS FOR ADDITIONAL SERVICES, IMPROVED EFFICIENCY, AND ECONOMY.
04 - ADMINISTRATION

AN EJ102622.
AU LEBARON, WALT. ROYSTER, PRESTON M.
TI COMMUNITY INVOLVEMENT: A PERSPECTIVE FROM TEACHER CORPS.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 53-55. SEP-OCT 74.
AB PRESENTS SOME EMERGING CONCEPTS FOR DEVELOPING A COMMUNITY EDUCATION PROGRAM TO RESPOND TO THE TWO TEACHER CORPS NEED AREA FOCII: THE IMPROVEMENT OF EDUCATION THROUGH TRAINING TEACHERS AND CHANGING THE SCHOOL'S WAYS OF APPROACHING LEARNING THROUGH NEW LINKAGES WITH PARENTS, COMMUNITY RESOURCES, AND SERVICE AGENCIES BEYOND THE SCHOOLS.
48 - INSTRUCTION; 84 - TEACHERS

AN EJ102621.
AU CHOPRA, RAJ K.
TI MONEY -- WHO NEEDS IT.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 51-52. SEP-OCT 74.
AB DESCRIBES HOW THE COMBINED EFFORTS OF COMMUNITY AND SCHOOL MADE A COMMUNITY EDUCATION PROGRAM WORK WITHOUT ADDITIONAL FUNDS.
32 - FINANCES

AN EJ102620.
AU BURBACH, HAROLD J.. DECKER, LARRY E.
TI RESEARCH AND PLANNING: A GROWING IMPERATIVE FOR COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 42-47,58. SEP-OCT 74.
AB MOTIVATED BY THE BELIEF THAT THERE IS A PRESSING NEED FOR MORE RESEARCH IN COMMUNITY EDUCATION, THIS ARTICLE SETS FORTH SOME IDEAS ABOUT HOW THE FIELD MIGHT STIMULATE INCREASED ACTIVITY IN THIS AREA, AND DEVELOPS A MODEL FOR A RESEARCH AND PLANNING DIVISION IN LOCAL COMMUNITY EDUCATION PROGRAMS.
40 - FUTURES; 72 - RESEARCH

AN EJ102619.
AU DORLAND, JAMES R.
TI THEN AND NOW ADULT EDUCATION, 1974 -- COMMUNITY EDUCATION, 1974.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 40-41,62. SEP-OCT 74.
AB CONSIDERS THE IMPACT OF FEDERAL AID ON ADULT EDUCATION AS A LESSON FOR COMMUNITY EDUCATORS NOW ABOUT READY TO RECEIVE FEDERAL AID. SUGGESTS THAT ADULT AND COMMUNITY EDUCATORS HAVE MUCH TO GAIN BY WORKING TOGETHER.
32 - FINANCES

AN EJ102618.
AU DECKER, LARRY E.. GOLDSMITH, JOANNE T.

TI A POLITICAL ACTION GUIDE FOR THE COMMUNITY EDUCATOR.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 34-37. SEP-OCT 74.
AB DESCRIBES HOW THE COMMUNITY EDUCATOR CAN DEVELOP AN EFFECTIVE WORKING RELATIONSHIP WITH HIS CONGRESSMAN.
16 - COMMUNICATIONS

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AN EJ102617.
AU MULLARNEY, PATRICK.
TI BOSTON MAYOR, KEVIN H. WHITE DISCUSSES COMMUNITY SCHOOLS AND THEIR IMPORTANCE TO URBAN SOCIO-POLITICAL LIFE.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 31-33,61. SEP-OCT 74.
62 - PROGRAMS

AN EJ102616.
AU O'NEIL, WILLIAM F.
TI BOSTON: COMMUNITY SCHOOLS FROM THE GRASS ROOTS.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 29-30. SEP-OCT 74.
AB IN BOSTON, GRASS ROOTS CITIZEN PRESSURE LED TO THE FORMATION OF COMMUNITY SCHOOLS TO REPLACE ELEMENTARY SCHOOLS. THE COMMUNITY SCHOOLS ARE OPERATED BY THE BOSTON SCHOOL COMMITTEE DURING THE REGULAR SCHOOL DAY AND BY THE DEPARTMENT OF PUBLIC FACILITIES IN THE EXTENDED DAY AND EVENING.

04 - ADMINISTRATION; 62 - PROGRAMS

AN EJ102615.
AU POLLARD, WILLIAM B.
TI COMMUNITY SCHOOL PROGRAM IN WASHINGTON, D.C.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 24-26,37. SEP-OCT 74.
AB DESCRIBES THE DEVELOPMENT OF COMMUNITY SCHOOLS IN WASHINGTON, D. C. WHICH EMERGED FROM THE SUCCESS OF THE URBAN SERVICES CORPS AND THE NEED OF SCHOOLS TO HIRE COORDINATORS TO BE RESPONSIBLE FOR THIS PROGRAM AND OTHERS MEETING COMMUNITY NEEDS.
62 - PROGRAMS

AN EJ102614.
AU HUGHES, FRANCES W.
TI WASHINGTON, D.C. BUILDS FIRST OF 7 COMMUNITY SCHOOL RESOURCE CENTERS.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 20-23. SEP-OCT 74.
AB PROGRAMS OF THE WASHINGTON HIGHLAND COMMUNITY SCHOOL COMBINE AN ELEMENTARY SCHOOL WITH A CENTER FOR HEALTH AND PHYSICAL FITNESS, SOCIAL AND WELFARE SERVICES, RECREATIONAL AND CULTURAL ACTIVITIES, AND NEIGHBORHOOD LIFE.
12 - AGENCIES; 62 - PROGRAMS

AN EJ102613.
AU SIZEMORE, BARBARA.
TI COMMUNITY SCHOOLS: A PRIORITY FOR JUSTICE, EQUALITY, INVOLVEMENT.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 17-19. SEP-OCT 74.
AB THE COMMUNITY SCHOOLS MOVEMENT CAN HELP TO PROVIDE EQUALITY OF OPPORTUNITY FOR ALL PERSONS CONCERNED IF EDUCATIONAL PLANNING AND GOAL SETTING INCLUDE ALL OF THE PEOPLE RESPONSIBLE FOR EDUCATION -- PARENTS, ADMINISTRATORS, CITIZENS, TEACHERS, AND STUDENTS (PACTS).

36 - FOUNDATIONS

AN EJ102612.
AU GREINER, JAMES C.
TI COOPERATION -- OR -- CONFLICT.
SO COMMUNITY EDUCATION JOURNAL. 4. 5. 14-16,62. SEP-OCT 74.
AB CONSIDERS WHETHER THE COMING OF COMMUNITY EDUCATION WILL BE CONSIDERED AN OPPORTUNITY OR A THREAT BY EXISTING ORGANIZATIONS AND WHETHER, WHEN IT ARRIVES, IT WILL RESEMBLE THE PRODUCT SOLD TO THE COMMUNITY.
36 - FOUNDATIONS

AN EJ102244.
AU MOSS, GWENNA.
TI HOW COMMUNITY LEADERS VIEW EXTENSION.
SO JOURNAL OF EXTENSION. 13. 3. 8-16. F 74.
AB THIS STUDY FOCUSSES ON FINDING OUT HOW LEADERS IN THREE SMALL COMMUNITIES VIEW EXTENSION. THE RESULTS SHOW THAT COMMUNITY LEADERS SEE THE IMPORTANCE OF EXTENSION PRIMARILY AS IT CONTRIBUTES TO THE ECONOMIC DEVELOPMENT OF THEIR COMMUNITIES. THE AUTHOR DISCUSSES IMPLICATION FOR EXTENSION AND OUTLINES SOME STRATEGIES FOR WORKING WITH COMMUNITY LEADERS.
62 - PROGRAMS; 72 - RESEARCH

AN EJ100959.
AU MINK, PATSY T.
TI NATIONAL IMPERATIVES: IMPLICATIONS FOR COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 4. 45-47,63. JUL-AUG 74.
AB A CONGRESSWOMAN DEMONSTRATES HER ENTHUSIASM FOR COMMUNITY EDUCATION AND DELINEATES HER VIEWS ON THE ROLE OF THE FEDERAL GOVERNMENT FOR LEGISLATIVE SUPPORT.
56 - LEGISLATION

AN EJ100957.
AU MCCABE, CHRIS.
TI COMMUNITY EDUCATION IN SOUTH AUSTRALIA.
SO COMMUNITY EDUCATION JOURNAL. 4. 4. 37,39. JUL-AUG 74.
AB DESCRIBES THE GENERAL MOVE TOWARD COMMUNITY EDUCATION IN SOUTH AUSTRALIA. CONSIDERS TWO PILOT PROJECTS INITIATED TO ASCERTAIN IF COMMUNITY CENTERS CAN SUCCESSFULLY BE LOCATED ON SCHOOL CAMPUSES.
20 - COMPARATIVE

AN EJ100956.
AU FITZGERALD, BARRY.
TI COMMUNITY EDUCATION -- IS READY TO GO "DOWN UNDER".
SO COMMUNITY EDUCATION JOURNAL. 4. 4. 34-36,39. JUL-AUG 74.
AB COMMUNITY EDUCATION SHOULD HAVE AN OPTOMISTIC FUTURE IN AUSTRALIA BECAUSE THE POLITICAL CLIMATE IS FAVORABLE, THERE IS A STRONG SENSE OF COMMUNITY AMONG THE PEOPLE, THERE IS A HIGHER PROPORTION OF THE POPULATION WHO ARE NOT HIGH SCHOOL GRADUATES, AND THE DUAL SYSTEMS OF SECONDARY EDUCATION RESULT IN MORE UNUSED SCHOOL FACILITIES THAN IN THE U. S.
20 - COMPARATIVE

AN EJ100955.
AU CLARK, A. E. E.
TI COMMUNITY EDUCATION IN NEW ZEALAND.
SO COMMUNITY EDUCATION JOURNAL. 4. 4. 21,44. JUL-AUG 74.
AB COMMUNITY EDUCATION IN NEW ZEALAND HAD ITS ORIGINS IN THE PIONEERING DAYS, AND THE LONG TRADITION OF THE EXTENSIVE USE OF SCHOOLS WILL ENCOURAGE THE EVEN GREATER DEVELOPMENT OF THIS TYPE OF SOCIAL ACTIVITY.
20 - COMPARATIVE

AN EJ100954.
AU FALKENMIRE, GEOFFREY W.
TI WHATEVER THE NAME -- EDUCATION IS EXCITING.
SO COMMUNITY EDUCATION JOURNAL. 4. 4. 18-19. JUL-AUG 74.
AB EXPLAINS THE NECESSITY OF RE-NAMING OLD CONCEPTS, SUCH AS LIFELONG EDUCATION OR ADULT EDUCATION, TO KEEP THE EDUCATIONAL AND CIVIC COMMUNITY INTERESTED. POINTS UP HOW COMMUNITY EDUCATION -- AN OLD CONCEPT WITH A NEW NAME, WILL BE INCORPORATED SMOOTHLY INTO ALREADY EXISTING PROGRAMS.
36 - FOUNDATIONS

AN EJ100953.
AU FALKENMIRE, GEOFFREY W.
TI EVENING COLLEGES: AUSTRALIA'S ANSWER TO COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 4. 14-17. JUL-AUG 74.
AB DESCRIBES THE ADULT EDUCATION PROGRAM OF THE DEPARTMENT OF EDUCATION OF NEW SOUTH WALES, AUSTRALIA. EVENING COLLEGE OFFERINGS INCLUDE ACADEMIC COURSES, LIBERAL COURSES (ARTS, CRAFTS, HOBBIES, CULTURAL ACTIVITIES), SPECIAL COURSES FOR DISADVANTAGED PEOPLE, AND LITERACY COURSES.
20 - COMPARATIVE

AN EJ096679.
AU WEISS, MARVIN W.
TI COMMUNITY EDUCATION AND COMMUNITY SCHOOLS.
SO COMMUNITY SERVICES CATALYST. 4. 2. 19-22. SPR 74.
AB AUTHOR REPORTS ON A NEW ROLE FOR COMMUNITY EDUCATION IN COMMUNITY COLLEGES THROUGH COOPERATION WITH COMMUNITY SCHOOLS IN THE DISTRICT.
88 - TRENDS

AN EJ098649.
TI COMMUNITY ADVANCEMENT AND SCHOOL EDUCATION IN CAMEROON.
SO PROSPECTS, QUARTERLY REVIEW OF EDUCATION. 4. 1. 109-117. SPR 74.
AB AN EXPERIMENT TO MAKE THE TRANSITION FROM A TRADITIONAL EDUCATION TO EDUCATION FOR COMMUNITY ADVANCEMENT IS DESCRIBED AS TO BACKGROUND, URBAN/RURAL ORIENTATION, AND GENERAL CHARACTERISTICS.
20 - COMPARATIVE

AN EJ096097.
AU WOOD, GEORGE S. JR.. MARTIN, GERALD C.

TI WRITING GOALS AND OBJECTIVES WITH A COUNCIL.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 49-51. MAY-JUN 74.
AB LOOKS AT THE ROLE OF A COMMUNITY COUNCIL IN FORMULATING GOALS AND OBJECTIVES FOR (1) THE COMMUNITY EDUCATION PROCESS AND (2) ITS OWN SPECIFIC ROLE. CONSIDERS THREE PROCESSES LEADING TO REALISTIC OBJECTIVES: (1) IDENTIFYING ACTIVITY PARAMETERS (GOAL AREAS), (2) ESTABLISHING GOAL PRIORITIES, AND (3) FORMULATING SPECIFIC OBJECTIVES FOR PERFORMANCE.

40 - FUTURES

AN EJ096095.
AU CLARK, PHILLIP A.. SHOOP, ROBERT J.
TI COMMUNITY ADVISORY COUNCILS: COMPOSITION AND SELECTION PROCEDURE.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 43-45. MAY-JUN 74.
AB ANSWERS SOME COMMONLY ASKED QUESTIONS ABOUT THE COMPOSITION OF COMMUNITY ADVISORY COUNCILS AND THE SELECTION OF COUNCIL MEMBERS.

04 - ADMINISTRATION

AN EJ096094.
AU VAN NESS, ROSS.
TI COUNCIL FUNCTIONING: DOWNSTREAM CURRENT CANNOT BE SUSTAINED IN A WHIRLPOOL.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 41-42. MAY-JUN 74.
AB HAVING A COMMUNITY EDUCATION CITIZENS COUNCIL FUNCTION AS A "RESULTS" COUNCIL RATHER THAN AS AN "ADVISORY" COUNCIL WILL ASSURE THAT IT CONTINUES TO RUN EFFECTIVELY AND THAT IT DOES NOT BECOME TRAPPED IN MAINTENANCE-CENTERED ACTIVITIES.

04 - ADMINISTRATION

AN EJ096093.
AU DELARGY, PAUL F.
TI THE COMMUNITY EDUCATION GOALS INVENTORY -- CEGI. A REPORT ON A RECENT DELPHI STUDY.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 38-40,61. MAY-JUN 74.
AB PRESENTS THE TOP 15 "IDEAL" GOALS AND THE TOP 15 "PRESENT" GOALS OF COMMUNITY EDUCATION AS IDENTIFIED IN A NATIONWIDE SURVEY USING THE DELPHI TECHNIQUE.

40 - FUTURES

AN EJ096091.
AU COX, JAMES C.
TI FUNCTIONS AND RESPONSIBILITIES OF COMMUNITY ADVISORY COUNCILS.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 30-33. MAY-JUN 74.
AB SUGGESTS THAT THE FOLLOWING FIVE FUNCTIONS ARE COMMON TO ALL COMMUNITY ADVISORY COUNCILS: FACT FINDING, PLANNING, COORDINATION AND COMMUNICATIONS, ACTIVATION OF NEW RESOURCES, AND EVALUATION.

36 - FOUNDATIONS

AN EJ096089.
AU WINECOFF, LARRY.
TI COMMUNITY COUNCILS: COMMUNITY EDUCATION AND CURRICULUM CHANGE.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 26,29. MAY-JUN 74.
AB SUGGESTS THAT THE REAL CHALLENGE TO COMMUNITY EDUCATION AND TO COMMUNITY COUNCILS IS TO HAVE EACH COUNCIL FOCUS ON CURRICULUM DEVELOPMENT AND EVALUATION.

28 - EVALUATION; 48 - INSTRUCTION

AN EJ096088.
AU MCKENZIE, DONALD G.
TI SCHOOLS, COUNCILS AND COMMUNITY INVOLVEMENT.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 23-25. MAY-JUN 74.
AB DESCRIBES THE USED OF COMMUNITY COUNCILS AS INSTRUMENTS FOR CONTINUOUS AND CONSISTENT COMMUNITY INVOLVEMENT IN THE SCHOOLS. CONSIDERS THE RATIONALE, FUNCTION, ROLE, AND MEMBERSHIP OF COMMUNITY COUNCILS.

04 - ADMINISTRATION

AN EJ096087.
AU MCMILLAN, RICHARD K.
TI SCHOOL-COMMUNITY ADVISORY CCUNCILS IN FLINT.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 20-22. MAY-JUN 74.
AB DESCRIBES THE ROLE OF ONE SCHOOL DISTRICT'S SCHOOL-COMMUNITY ADVISORY COUNCILS.

04 - ADMINISTRATION; 62 - PROGRAMS

AN EJ096086.
AU HARRIS, HELEN B.
TI COMMUNITY EDUCATION AND COMMUNITY COUNCILS: THE PERSPECTIVES OF THE PRESIDENT OF THE FLINT BOARD OF EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 16-19. MAY-JUN 74.
AB EXAMINES THE HISTORICAL DEVELOPMENT OF THE COMMUNITY EDJCATION PROGRAM IN FLINT, MICHIGAN, AND THE ROLE OF STUDENTS AND CITIZENS IN EDUCATIONAL PLANNING.

04 - ADMINISTRATION; 62 - PROGRAMS

AN EJ096085.
AU MINZEY, JACK D.
TI COMMUNITY EDUCATION -- ANOTHER PERCEPTION.
SO COMMUNITY EDUCATION JOURNAL. 4. 3. 7,58-61. MAY-JUN 74.
AB EXPLAINS SOME OF THE REASONS FOR EXISTING CONFUSION RELATED TO THE PURPOSE OF COMMUNITY EDUCATION. PLACES THE CONCEPT IN A DIFFERENT PERSPECTIVE BY PRESENTING A MODEL OF THE COMMUNITY EDJCATION PROGRAM AND PROCESS.

36 - FOUNDATIONS

AN EJ095503.
AU COGNETTA, JOHN; AND OTHERS.
TI WHAT DO RECREATION STUDENTS KNOW AND THINK ABOUT COMMUNITY EDUCATION?
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 62. APR 74

72 - RESEARCH

AN EJ095502.
AU FRANK, ROLAND G.
TI COMMUNITY EDUCATION: A ROLE FOR HIGHER EDUCATION.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 58. APR 74

36 - FOUNDATIONS

AN EJ095501.
AU NANCE, EVERETTE E.. POND, DONNA.
TI COMMUNITY EDUCATION: BROAD-BASED COMPREHENSIVE COMMUNITY PLANNING - THE TULSA MODEL.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 55-7. APR 74.

40 - FUTURES

AN EJ095499.
AU BIRD, PATRICK J.
TI COMMUNITY EDUCATION: THE POTENTIAL OF PHYSICAL EDUCATION.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 52. APR 74

64 - PROGRAM DEVELOPMENT

AN EJ095500.
AU GORES, HAROLD B.
TI COMMUNITY EDUCATION: SCHOOLHOUSE OF THE FUTURE.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 53-4. APR 74.

36 - FOUNDATIONS

AN EJ095498.
AU HOVIS, WATSON B.
TI COMMUNITY EDUCATION: SUPPLY AND DEMAND INFORMATION EVALUATION.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 48-51. APR 74.
AB THIS ARTICLE PRESENTS A PROPOSAL FOR A COORDINATED COMMUNITY RECREATION PLANNING SYSTEM, WHICH INCLUDES AN INFORMATION STORAGE, RETRIEVAL, AND DISPLAY SYSTEM DESIGNED TO ASSIST A COALITION OF AGENCIES IN THE DECISION-MAKING PROCESS.

12 - AGENCIES; 76 - RESOURCES

AN EJ095497.
AU WILSON, GEORGE T.
TI COMMUNITY EDUCATION: SOME GROWING PAINS.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 46-7. APR 74.

40 - FUTURES

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AN EJ095496.
AU WARDEN, JOHN W.
TI COMMUNITY EDUCATION: HOW COMMUNITY IS IT REALLY.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 43-5. APR 74.

36 - FOUNDATIONS

AN EJ095495.
AU STARK, STEPHEN L.
TI COMMUNITY EDUCATION: COORDINATION AND COOPERATION.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 42. APR 74

36 - FOUNDATIONS

AN EJ095494.
AU DECKER, LARRY E.
TI COMMUNITY EDUCATION: PURPOSE, FUNCTION, GROWTH, POTENTIAL.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 38-41. APR 74.

36 - FOUNDATIONS

AN EJ095493.
AU MINZEY, JACK D.
TI COMMUNITY EDUCATION: THE FACILITATOR FOR OTHERS TO DO THEIR THING.
SO JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION. 45. 4. 36-7. APR 74.
AB THIS FIRST ARTICLE IN THE INSERT, "LEISURE TODAY," DESCRIBES COMMUNITY EDUCATION--ITS PHILOSOPHY, OBJECTIVES, AND CURRENT PROBLEMS.

36 - FOUNDATIONS

AN EJ094185.
AU YARWOOD, JOHN.
TI INFORMAL COMMUNITY EDUCATION.
SO ADULT EDUCATION (LONDON). 46. 5. 319-23. JAN 74.
AB THE BACKGROUND, PHILOSOPHY, AND MECHANICS OF THE LEIGHTON PARK NEIGHBORHOOD CENTRE ARE EXPLAINED. GROUPS ARE FORMED ON THE BASIS OF FRIENDSHIP AND/OR INTEREST AND ARE SUPPLIED WITH A RESOURCE PERSON WHO CAN, ON REQUEST, ASSIST IN DEMONSTRATING TECHNIQUES.

62 - PROGRAMS

AN EJ092740.
AU HANEY, BILL. GOLD, MARTIN.
TI THE "HARDNOSE" CASE FOR COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 41-42. MAR-APR 74.
AB CHARACTERISTICS OF THE JUVENILE DELINQUENT ARE DESCRIBED AND COMMON STEREOTYPES OF DELINQUENTS ARE CHALLENGED.

36 - FOUNDATIONS

AN EJ092739.
AU METZNER, W. P.
TI THE ROLE OF COMMUNITY SCHOOLS IN COMBATTING JUVENILE DELINQUENCY.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 40,61. MAR-APR 74.

64 - PROGRAM DEVELOPMENT

AN EJ092738.
AU EYSTER, GEORGE W.
TI THE COMMUNITY SCHOOL CENTER DEVELOPMENT ACT.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 37-39. MAR-APR 74.
AB DESCRIBES COMMUNITY EDUCATION EXPLAINS WHY IT IS IMPORTANT, AND WHAT REVISIONS SHOULD BE MADE IN THE PROPOSED NATIONAL ADULT EDUCATION ACT.

56 - LEGISLATION

AN EJ092737.
AU SMITH, LARRY. LONGNION, LLOYD.
TI A COMMUNITY EDUCATION COOPERATIVE BECOMES A MODEL FOR TEXAS COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 34-36. MAR-APR 74.
AB DESCRIBES THE COOPERATIVE COMMUNITY EDUCATION PROGRAM BEGUN BY THREE GALVESTON COUNTY PUBLIC SCHOOL DISTRICTS AND THE LOCAL COMMUNITY COLLEGE.

62 - PROGRAMS

AN EJ092736.
AU ANDREWS, HANS A.
TI DELIVERING ADULT SERVICES THROUGH AREA COOPERATIVE PLANNING.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 28-29,61. MAR-APR 74.

AB DESCRIBES A COOPERATIVE COMMUNITY EDUCATION PROGRAM ENCOMPASSING 12 SCHOOL DISTRICTS AND 18 COMMUNITIES IN THE BATTLE CREEK, MICHIGAN, METROPOLITAN AREA.

12 - AGENCIES; 62 - PROGRAMS

AN EJ092735.
AU WOODS, GEORGE S. JR.
TI FIRE WHICH IS THE BEST EXIT? (A LOOK AT COMMUNITY EDUCATION DURING THE ENERGY CRISIS).
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 24,62. MAR-APR 74.
AB STRESSES THAT IN SPITE OF THE ENERGY CRISIS, COMMUNITY EDUCATION IS NO PLACE TO CUT BACK. CONTENDS THAT THERE IS A NEED FOR A PROCESS FOR MOBILIZING PEOPLE TO TAKE POSITIVE STEPS IN SOLVING THE ENERGY PROBLEM AT THE COMMUNITY LEVEL.

88 - TRENDS

AN EJ092734.
AU JEANROY, DON.
TI THE LEGAL STATUS OF ADULTS IN COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 18-22. MAR-APR 74.

56 - LEGISLATION

AN EJ092732.
AU COX, JAMES.
TI GALLAUDET COLLEGE EXTENDS COMMUNITY EDUCATION TO THE DEAF COMMUNITY.
SO COMMUNITY EDUCATION JOURNAL. 4. 2. 9-12. MAR-APR 74.
AB DESCRIBES A COMMUNITY EDUCATION CENTER AT GALLAUDET COLLEGE, WASHINGTON, D.C. WHOSE PURPOSE IS TO DEVELOP AND EXPAND COMMUNITY EDUCATION FOR THE DEAF THROUGH LEADERSHIP DEVELOPMENT SERVICES, PROMOTION AND DISSEMINATION SERVICES, AND CONSULTATION SERVICES.

64 - PROGRAM DEVELOPMENT

AN EJ092691.
TI COMMUNITY SCHOOLS SHARE THE SPACE AND THE ACTION.
SO NATION'S SCHOOLS. 93. 3. 29-32,35. MAR 74.
AB DESCRIBES THREE PROJECTS THAT SHOW HOW EDUCATIONAL, GOVERNMENTAL, AND PUBLIC SERVICE AGENCIES CAN COOPERATE TO CREATE COMMUNITY CENTERS.

62 - PROGRAMS

AN EJ092626.
AU WOOD, ERICA F.
TI AN IDENTIFICATION AND ANALYSIS OF THE LEGAL ENVIRONMENT FOR COMMUNITY EDUCATION.
SO JOURNAL OF LAW AND EDUCATION. 3. 1. 1-31. JAN 74.
AB IDENTFIES THE LEGAL CONSTRAINTS AND DYNAMICS (IN THEIR INSTITUTIONAL AND POLITICAL SETTINGS) WHICH OPERATE ON COMMUNITY EDUCATION. EXAMINES (1) HOW COMMUNITY EDUCATION FITS INTO THE STRUCTURE OF MORE TRADITIONAL PUBLIC EDUCATION LAW, (2) HOW THE COURTS HAVE REGARDED COMMUNITY EDUCATION, (3) THE RELEVANT POLICIES THAT STATE EDUCATION CODES AND CONSTITUTIONS REVEAL, AND (4) NEW LEGISLATION BEING PROPOSED BY STATES.

56 - LEGISLATION

AN EJ092380.
AU BERDE, CAROL.
TI A POPULATION-FAMILY PLANNING RESOURCE CENTER: A COMMUNITY EDUCATIONAL SERVICE.

SO FAMILY COORDINATOR. 23. 1. 83-86. JAN 74.
AB THE AUTHOR DISCUSSES A MULTI-MEDIA LIBRARY AND INFORMATION CENTER IN POPULATION AND FAMILY PLANNING WHICH IS ASSOCIATED WITH A PLANNED PARENTHOOD AFFILIATE AND PROVIDES MANY SEGMENTS OF THE COMMUNITY WITH EDUCATIONAL MATERIALS AND SERVICES AND STRENGTHENS THE AFFILIATE'S PROGRAMS.
62 - PROGRAMS

AN EJ092270.
AU RIEDERER, L. A.
TI SASKATCHEWAN COMMUNITY COLLEGES: A NEW SERVICE AIMED AT RESTORATION OF COMMUNITY.
SO CANADIAN VOCATIONAL JOURNAL. 9. 4. 25-6. W 74.
AB AS PROGRAMS ARE GETTING UNDERWAY, IT IS BECOMING EVIDENT THAT THE NEW COLLEGES WILL GROW TO BECOME THE COMMUNITY AND THE COMMUNITY WILL SEE ITSELF IN THE CHALLENGING NEW PERSPECTIVE OF THE COMMUNITY COLLEGE. THE COMMUNITY COLLEGE IS THE CATALYST TO RESTORE VISION AND CONFIDENCE IN SMALL COMMUNITIES.
20 - COMPARATIVE

AN EJ089475.
AU MOORE, SAMUEL A. II.
TI COMMUNITY EDUCATION: PACKAGE PLAN VS A QUEST FOR QUALITY.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 55-56. JAN-FEB 74.
AB DEBATES THE QUESTION OF A STRUCTURED VS AN UNSTRUCTURED COMMUNITY EDUCATION PROGRAM. CONCLUDES THAT EDUCATORS SHOULD ADJUST THEIR SIGHTS AND MOVE AWAY FROM A CONSUMING CONCERN WITH THE MODUS OPERANDI TOWARD A GREATER CONCERN WITH THE MODUS VIVENDI OF THE PEOPLE SERVED.
36 - FOUNDATIONS

AN EJ089474.
AU SPARKS, HENRY.
TI I AM A CONVERT.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 51-53. JAN-FEB 74.
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62 - PROGRAMS

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AU MINZEY, JACK.
TI IT TAKES PEOPLE TO MAKE IT HAPPEN.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 46-50. JAN-FEB 74.
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36 - FOUNDATIONS

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AU DE SANCTIS, VINCENT.
TI PORTRAIT OF A COMMUNITY EDUCATION DIRECTOR.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 38-40. JAN-FEB 74.
AB DESCRIBES THE CHARACTERISTICS OF 61 APPLICANTS WHO APPLIED FOR THE POSITION OF DIRECTOR OF COMMUNITY EDUCATION IN A NEW JERSEY SUBURB.
04 - ADMINISTRATION

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AU DASH, EDWARD F.
TI COMMUNITY EDUCATION STAFF DEVELOPMENT: GROWTH GROUPS IN ACTION.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 36-37. JAN-FEB 74.
AB DESCRIBES IDEAS AND ACTIVITIES TO FACILITATE GROUP SELF-RELEVANT DATA SHARING PRESENTED AT A COLORADO COMMUNITY EDUCATION CONFERENCE OF COMMUNITY SCHOOL LEADERS AND ADMINISTRATORS.
04 - ADMINISTRATION

AN EJ089469.
AU CLARK, PHILLIP A.
TI CAN BASIC COMMUNITY EDUCATION PRINCIPLES BE INCLUDED IN THE K-12 PROGRAM.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 33-35. JAN-FEB 74.
AB IDENTIFIES SOME OF THE POSSIBLE REASONS FOR THE LACK OF ACCEPTANCE OF BASIC COMMUNITY EDUCATION PRINCIPLES INTO THE REGULAR SCHOOL DAY INSTRUCTIONAL PROGRAMS, AND OFFERS SOME SUGGESTIONS ON WHAT MIGHT BE DONE TO FACILITATE INCORPORATION OF THESE PRINCIPLES.
04 - ADMINISTRATION

AN EJ089468.
AU RAMSEY, RUSSELL W.
TI A COMMUNITY SCHOOL -- WITHOUT SPECIAL FUNDING.
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32 - FINANCE

AN EJ089467.
AU ALTSHULE, BARRY.
TI ADULT SCHOOL IN SUBURBAN LOS ANGELES FILLS COMMUNITY EDUCATION ROLE.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 27-29. JAN-FEB 74.
AB DESCRIBES A COMMUNITY-BASED ADULT SCHOOL DESIGNED TO ALLOW RESIDENTS OF THE COMMUNITY AN OPPORTUNITY TO DEVELOP THEIR OWN INTERESTS.
62 - PROGRAMS

AN EJ089466.
AU NEWBURY, DAVID N.
TI HAZEL PARK. NCEA AWARD -- THE ALL-AMERICAN COMMUNITY EDUCATION CITY.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 23-26. JAN-FEB 74.
AB DESCRIBES THE DEVELOPMENT AND OPERATION OF THE HAZEL PARK COMMUNITY EDUCATION PROGRAM, THE EFFECTS OF THE PROGRAM ON SCHOOL SUPPORT, AND SHOWS HOW COMMUNITY EDUCATION BECAME "INTERNALIZED" INTO THE "ESTABLISHMENT".
62 - PROGRAMS

AN EJ089465.
AU RIEGLE, DONALD W. JR.
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SO COMMUNITY EDUCATION JOURNAL. 4. 1. 22,63. JAN-FEB 74.
AB DESCRIBES THE POTENTIAL ROLE OF THE FEDERAL GOVERNMENT IN COMMUNITY EDUCATION IF LEGISLATION NOW PENDING IS PASSED BY CONGRESS.

56 - LEGISLATION

AN EJ089463.
AU LITTLE, VINCENT. RUMMELL, LARRY.
TI PHOENIX INDIANS ADOPT COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 18-19,62. JAN-FEB 74.
AB DESCRIBES THE DEVELOPMENT OF A COMMUNITY EDUCATION PROGRAM FOR THE URBAN INDIAN POPULATION OF PHOENIX.

62 - PROGRAMS

AN EJ089462.
AU BECKMAN, MICHAEL. KROMER, WILLIAM.
TI BISBEE, ARIZONA: FIRST THINGS FIRST.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 16-17. JAN-FEB 74.
AB DESCRIBES HOW THE BISBEE PUBLIC SCHOOLS SCIENTIFICALLY IDENTIFIED AND INVOLVED THE POWER ELITE IN THE COMMUNITY IN EXAMINING, DESIGNING, PLANNING, AND IMPLEMENTING COMMUNITY EDUCATION.

40 - FUTURES; 62 - PROGRAMS

AN EJ089461.
AU CAMPBELL, TOM.
TI DOUGLAS COMMUNITY SCHOOL.
SO COMMUNITY EDUCATION JOURNAL. 4. 1. 12-15. JAN-FEB 74.
AB A SHORT, FUNCTIONAL DIALOGUE ABOUT TWO MEXICAN-AMERICANS AND AN ADULT COMMUNITY EDUCATION PROGRAM IN DOUGLAS, ARIZONA. IN SPANISH WITH AN ENGLISH TRANSLATION.

62 - PROGRAMS

AN EJ089142.
AU SARGENT, CHARLES A.
TI THE EDUCATOR AND COMMUNITY DEVELOPMENT.
SO JOURNAL OF EXTENSION. 11. 4. 28-34. W 73.
AB THE ARTICLE DISCUSSES THE ROLE OF EDUCATOR AS CHANGE AGENT IN COMMUNITY DEVELOPMENT. SUGGESTIONS ARE OFFERED FOR RESOLVING THE CONFLICTS BETWEEN EDUCATION AND PROBLEM-SOLVING ACTION, NEUTRALITY AND ADVOCACY, PUBLIC INTERESTS AND SPECIAL INTERESTS, AND VALUES AND FACTS.

04 - ADMINISTRATION

AN EJ082637.
AU WARDEN, JOHN W.
TI GUIDELINES FOR EVALUATING THE COMMUNITY EDUCATION PROCESS.
SO COMMUNITY EDUCATION JOURNAL. 3. 5. 34-37. SEP 73.
AB BELIEVING THAT COMMUNITY EDUCATION MUST BEGIN TO EVALUATE ITS OWN PERFORMANCE IN RELATIONSHIP TO PROCESSES DESIGNED TO FOSTER AND ENHANCE THE DEVELOPMENT OF THE ENTIRE COMMUNITY, THE AUTHOR HAS DEVISED 125 QUESTIONS CONCENTRATED IN 14 TOPICAL AREAS. ANSWERS TO SUCH QUESTIONS SHOULD PROVIDE GUIDELINES FOR FUTURE PLANS AND ACTION.
28 - EVALUATION

AN EJ082635.
AU GREENE, BERT I.
TI ANOTHER VIEW OF COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 3. 5. 19-22,42. SEP 73.
AB ASSERTS THAT FROM A SOCIOLOGICAL ANALYSIS OF THE CONCEPT OF COMMUNITY,'' AND FROM A SURVEY OF SOME MODEL COMMUNITY SCHOOLS,'' NO PRECISE DEFINITION EXISTS FOR THE TERM COMMUNITY EDUCATION. '' ARGUES THAT THOSE INVOLVED IN THE MOVEMENT SHOULD RETURN TO BASICS AND COME UP WITH A DEFINITION THAT TOUCHES ON THE LIVES OF PEOPLE.
36 - FOUNDATION

AN EJ082633.
AU TALBOT, WALTER D.
TI COMMUNITY EDUCATION--THE FOUNDATION OF ALL EDJCATION.
SO COMMUNITY EDUCATION JOURNAL. 3. 5. 8-11,46. SEP 73.
AB COMMUNITY EDUCATION, A PROCESS-ORIENTED, COMMUNITY-BASED CONCEPT, SHOULD HELP BRIDGE THE GAP BETWEEN THE SCHOOL AND THE COMMUNITY. THE LINKAGE SHOULD PROVE THAT THE SCHOOLS BELONG TO THE PEOPLE AND THAT COMMUNITY RESOURCES NEED TO BE HARNESSED TO SERVE THE EDUCATIONAL, SOCIAL, AND RECREATIONAL NEEDS OF THE PEOPLE. COMMUNITY EDUCATION MAKES FULL USE OF SCHOOL FACILITIES AND SCHOOL PERSONNEL RESOURCEFULNESS AND TALENT THAT WOULD OTHERWISE GO UNUSED.
36 - FOUNDATION

AN EJ080898.
AU NIX, HAROLD L.. BROOKS, GEORGE S.
TI COMMJNITY EDUCATION PROGRAMS DETERMINED THROUGH THE TASK APPROACH.
SO CONTINUING EDUCATION. 6. 3. 4-5,58-9. JUL 73.
AB DISCUSSES THE NEEDS OF COMMUNITIES AND THE GUIDE THEY PROVIDE FOR COLLEGES AND UNIVERSITIES IN DEVELOPING RELEVANT CONTINUING EDUCATION PROGRAMS FOR THEIR COMMUNITIES.
64 - PROGRAM DEVELOPMENT

AN EJ078623.
AU KAPLAN, MICHAEL.
TI THE JUNIOR HIGH: AN EXPANDED COMMUNITY SCHOOL.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 20,30. MAY 73.
AB THE IMPORTANCE OF THE JUNIOR HIGH SCHOOL IN A TOTAL COMMUNITY EDUCATION PROGRAM IS IN MEETING NEEDS OF COMMUNITIES AS OPPOSED TO A SINGLE COMMUNITY.
64 - PROGRAM DEVELOPMENT

AN EJ078622.
AU DAVIS, JOHN B.
TI A SUPERINTENDENT LOOKS AT COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 16-19. MAY 73.
AB COMMUNITY EDUCATION HAS THE TASK OF BUILDING, NOT A NEW WORLD, BUT CREATING AN IMPROVED WORLD, OPENING NEW PATHS OF LEARNING HERE AND NOW, NEW PATHS FOR A LARGER PUBLIC.

36 - FOUNDATION

AN EJ078621.
AU KENNEY, JAMES.
TI THE COMMUNITY SCHOOL AS A BASE FOR THE COORDINATION OF HUMAN SERVICES DELIVERY.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 9-10,60. MAY 73.
AB TO ACHIEVE GREATER COORDINATION OF HUMAN SERVICES DELIVERY AT THE COMMUNITY LEVEL, THE COMMUNITY SCHOOL CAN ACT AS A BASE FOR NEEDS ASSESSMENT AND PLANNING AS WELL AS A BASE FOR MANAGEMENT AND OPERATIONS.

36 - FOUNDATION

AN EJ077911.
AU CASMEY, HOWARD B.
TI THE ROLE OF THE STATE DEPARTMENT IN COMMUNITY EDUCATION IN MINNESOTA.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 31,41. MAY 73.

04 - ADMINISTRATION; 56 - LEGISLATION

AN EJ077574.
AU NANCE, EVERETTE; AND OTHERS.
TI COMMUNITY EDUCATION GOALS FOR BLACK AMERICANS.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 49-52. MAY 73.
AB CLARIFIES FOR COMMUNITY EDUCATORS THE DIRECTION AND FOCUS OF COMMUNITY EDUCATION AND DETERMINES PRIORITIES FOR THE URBAN SITUATION.

40 - FUTURES; 82 - STUDENTS

AN EJ077573.
AU MCMULLEN, THOMAS.
TI RURAL COMMUNITY EDUCATION MUST BE COMMUNITY-BASED.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 27-30. MAY 73.
AB ARGUES THAT RURAL COMMUNITY EDUCATION MUST EVOLVE INTO A SYSTEM THAT IS COMMUNITY-BASED, PROCESS-ORIENTED, AND ACCOUNTABLE TO THE COMMUNITY.

36 - FOUNDATIONS

AN EJ077222.
AU ERIE, LAWRENCE.
TI THE ROLE OF THE STATE DIRECTOR OF COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 3. 3. 38-39. MAY 73.
AB A STATE DIRECTOR OF COMMUNITY EDUCATION EXPLAINS HOW HE FUNCTIONS AS AN ADMINISTRATOR, FACILITATOR, CATALYST, CONSULTANT, RESOURCE PERSON, AND PUBLIC RELATIONS PERSON.

04 - ADMINISTRATION

AN EJ076121.
AU BUCHAN, WILLIAM J.
TI COMMUNITY ACTION: EDUCATION IS AN IMPERATIVE TO SOLVING COMMUNITY PROBLEMS.
SO CLEARING HOUSE. 47. 8. 451-4. APR 73.
AB CRITICS HAVE PLACED THE PRIMARY BLAME FOR VIOLENCE ON THE STREETS AND IN THE SCHOOLS UPON THE SCHOOLS. IT IS, AS THE AUTHOR CONTENDS, A TOTAL COMMUNITY PROBLEM.
40 - FUTURES

AN EJ070620.
AU O'LEARY, LINDA SCHLUTER.
TI THE SCHOOL AS A SOCIAL SERVICE CENTER.
SO NOTES ON THE FUTURE OF EDUCATION. 3. 2. 12-17. SUM 72.
AB ASSESSES OPPORTUNITIES AND PROBLEMS OF A NUMBER OF INTEGRATED SOCIAL SERVICE PROGRAMS HOUSED IN PUBLIC SCHOOLS THROUGHOUT THE NATION.
64 - PROGRAM DEVELOPMENT

AN EJ070619.
AU ROSENDIN, HENRY A.
TI A MUNICIPAL RECREATION SUPERINTENDENT LOOKS AT COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 3. 1. 34-38. JAN 73.
AB DISCUSSES THE COOPERATIVE EFFORT BEING MADE BY SCHOOL DISTRICTS AND CITY RECREATION DEPARTMENTS IN PROVIDING COMMUNITY EDUCATION PROGRAMS AND FACILITIES. THE CITY AND SCHOOL RESPONSIBILITIES ARE DISCUSSED AND AN OUTLINE OF ENABLING STATE LEGISLATION THAT ENCOURAGES COOPERATIVE EFFORTS IS PRESENTED.
04 - ADMINISTRATION

AN EJ070520.
AU LEWIS, ED.
TI COMMUNITY SCHOOL: AN ACTION MODEL FOR COMBATING JUVENILE DELINQUENCY.
SO COMMUNITY EDUCATION JOURNAL. 3. 1. 50-52. JAN 73.
AB DESCRIBES A COMBINED EFFORT BY TWO ELEMENTARY SCHOOL DISTRICTS IN COMBATING JUVENILE DELINQUENCY THROUGH USE OF THE COMMUNITY SCHOOL. THE PROGRESS AND FUTURE HOPES OF COMMUNITY EDUCATION DEVELOPMENT ARE DISCUSSED.
64 - PROGRAM DEVELOPMENT

AN EJ069543.
AU LANG, CARROLL L.
TI COMMUNITY EDUCATION IN THE LOS ANGELES METROPOLITAN AREA.
SO COMMUNITY EDUCATION JOURNAL. 3. 1. 10-13,59-60. JAN 73.
AB SURVEYS THE NATURE OF COMMUNITY EDUCATION IN THE LOS ANGELES AREA AND EXAMINES SPECIFIC PROGRAMS IN THE AREA. NEEDS FOR COMMUNITY EDUCATION ARE DISCUSSED AND THE FUTURE OF COMMUNITY EDUCATION IS EXAMINED.
62 - PROGRAMS

AN EJ069118.
AU CARRILLO, TONY S.
TI STRATEGIES FOR ESTABLISHING A COMMUNITY EDUCATION PROGRAM IN ANY TOWN, U.S.A.
SO COMMUNITY EDUCATION JOURNAL. 3. 1. 6-9. JAN 73.
AB SUGGESTS SOME GENERAL PROCEDURES FOR ESTABLISHING A COMMUNITY EDUCATION PROGRAM, WHICH HAVE BEEN SUCCESSFULLY EMPLOYED IN COMMUNITIES ACROSS THE NATION. THE PROCEDURES INVOLVE MEETING WITH SCHOOL AND COMMUNITY GROUPS, ESTABLISHING ADVISORS AND DIRECTORS, SURVEYING COMMUNITY NEEDS, AND EVALUATING PROGRAMS DESIGNED TO MEET COMMUNITY NEEDS.

00 - GENERAL

AN EJ068919.
AU VAN VOORHEES, CUTTIS.
TI COMMUNITY EDUCATION NEEDS RESEARCH FOR SURVIVAL.
SO PHI DELTA KAPPAN. 54. 3. 203-205. NOV 72.
AB SUMMARIZES THE RESULTS OF A SYMPOSIUM ON RESEARCH NEEDED IN COMMUNITY EDUCATION. (BALL STATE UNIVERSITY, APRIL 1971.) PARTICIPANTS IDENTIFIED RESEARCH AND EVALUATION NEEDS RELATING TO (1) THE STATE OF THE ART, (2) A MODEL FOR COMMUNITY EDUCATION (THEORETICAL), AND (3) A FUTURE DEVELOPMENT STRATEGY (DEVELOPMENTAL).

72 - RESEARCH

AN EJ068756.
AU ANDERSON, JACKSON M.
TI THE ACTION FRONTS IN COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 160-162. NOV 72.
AB THE RAPID GROWTH OF COMMUNITY EDUCATION HAS BEEN EVIDENT THROUGH ADVANCES ON A NUMBER OF ACTION FRONTS. OF PARTICULAR SIGNIFICANCE HAS BEEN THE INCREASING SUPPORT OF COMMUNITY EDUCATION BY THE FEDERAL AND STATE GOVERNMENTS, BY PROFESSIONAL ASSOCIATIONS, AND BY OTHER IMPORTANT INTEREST GROUPS.

88 - TRENDS

AN EJ068154.
AU PAPPADAKIS, NICK. TOTTEN, W. FRED.
TI FINANCING THE NEW DIMENSIONS OF COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 192-194. NOV 72.
AB PROVIDES PRACTICAL SUGGESTIONS FOR MEETING THE ANTICIPATED INCREASED COSTS (6-8 PERCENT) THAT WILL NORMALLY ACCOMPANY NEW DIMENSIONS OF COMMUNITY EDUCATION.

32 - FINANCES

AN EJ067807.
AU SEAY, MAURICE F.
TI ROLE OF THE FOUR-YEAR COLLEGE AND THE UNIVERSITY IN COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 199-202. NOV 72.
AB TO CONTRIBUTE TO THE DEVELOPMENT OF COMMUNITY EDUCATION, 4-YEAR COLLEGES AND UNIVERSITIES WILL HAVE TO ACKNOWLEDGE THE CONTINUOUSNESS AND INDIVIDUALITY OF EDUCATION AND REDEFINE THE ROLE OF HIGHER EDUCATION VIS-A-VIS OTHER EDUCATIVE INSTITUTIONS.

64 - PROGRAM DEVELOPMENT

AN EJ067806.
AU LOGSDON, JAMES D.
TI ROLE OF THE COMMUNITY COLLEGE IN COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 197-199. NOV 72.
AB PROVIDES SEVEN GUIDELINES FOR THOSE COMMUNITY COLLEGE ADMINISTRATORS ATTEMPTING TO IMPLEMENT MEANINGFUL COMMUNITY EDUCATION.

64 - PROGRAM DEVELOPMENT

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AN EJ067805.
AU TASSE, LOU; AND OTHERS.
TI COMMUNITY EDUCATION VIGNETTES.
SO PHI DELTA KAPPAN. 54. 3. 182-191. NOV 72.
AB PRESENTS SHORT ESSAYS BY 20 PERSONS WHO ARE EACH INTIMATELY INVOLVED WITH SOME PHASE OF COMMUNITY EDUCATION. VIGNETTES RANGE FROM SINGLE-FRAME PICTURES OF COMMUNITY EDUCATION IN ACTION TO EDITORIALS AND STATEMENTS OF PHILOSOPHY.

36 - FOUNDATION

AN EJ067804.
AU GORDON, TED; AND OTHERS.
TI THE COMMUNITY EDUCATION VIEW OF HEALTH, PHYSICAL EDUCATION, AND RECREATION.
SO PHI DELTA KAPPAN. 54. 3. 179-181. NOV 72.
AB PRESENTS SEQUENTIALIZED EXCERPTS FROM FULL LENGTH ARTICLES THAT RELATE THE SPECIALTIES OF HEALTH, PHYSICAL EDUCATION, AND RECREATION TO FUTURE COMMUNITY EDUCATION EFFORTS.

12 - AGENCIES

AN EJ067803.
AU OLSEN, EDWARD G.
TI ENLIVENING THE COMMUNITY SCHOOL CURRICULUM.
SO PHI DELTA KAPPAN. 54. 3. 176-178. NOV 72.
AB THE REAL COMMUNITY SCHOOL IS ORGANIZED AROUND BASIC LIFE CONCERNS AND THE PROBLEMS OF LIVING. HENCE, IT CANNOT BE CONFINED WITHIN FOUR WALLS.

48 - INSTRUCTION

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AN EJ067802.
AU MCCLUSKY, HOWARD Y.
TI WHERE CAN WE LOOK FOR LEADERSHIP.
SO PHI DELTA KAPPAN. 54. 3. 163-164. NOV 72.
AB AT PRESENT MOST OF THE LEADERSHIP FOR COMMUNITY EDUCATION COMES FROM THE PRIVATE SECTOR, NOT FROM GOVERNMENT. AMONG LEADERSHIP SOURCES OF GROWING IMPORTANCE ARE UNIVERSITY REGIONAL CENTERS.

48 - INSTRUCTION

AN EJ067801.
AU KERENSKY, V. M.
TI CORRECTING SOME MISCONCEPTIONS ABOUT COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 158-160. NOV 72.
AB A COMMUNITY SCHOOL IN A TOTAL COMMUNITY EDUCATION PROCESS IS NOT AND CANNOT BE THE SAME SCHOOL WITH A FEW ADDITIONAL EVENING ENRICHMENT PROGRAMS. WHAT COMMUNITY EDUCATORS SEEK IS A NEW FORM OF EDUCATION.

36 - FOUNDATION

AN EJ067800.
AU WEAVER, DONALD C.
TI A CASE FOR THEORY DEVELOPMENT IN COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 154-157. NOV 72.
AB UNTIL COMMUNITY EDUCATORS DIRECT THEIR EFFORTS TO THE DEVELOPMENT OF SOUND THEORY FROM WHICH TO TEST THE RESULTS OF SOCIAL AND EDUCATIONAL PROBLEM-SOLVING ACTIVITY, THERE IS LITTLE HOPE FOR UNIVERSAL ADOPTION OF COMMUNITY EDUCATION AS A VIABLE MOVEMENT.

72 - RESEARCH

AN EJ067799.
AU MINZEY, JACK.
TI COMMUNITY EDUCATION: AN AMALGAM OF MANY VIEWS.
SO PHI DELTA KAPPAN. 54. 3. 150-153. NOV 72.
AB COMMUNITY EDUCATION IS AN EDUCATIONAL PHILOSOPHY, WHICH HOLDS THAT THE SCHOOL IS RESPONSIBLE FOR ALL ASPECTS OF EDUCATION. THE PROMISE OF THAT PHILOSOPHY LIES IN ITS POTENTIAL FOR INVOLVING PEOPLE IN THE IDENTIFICATION AND SOLUTION OF THEIR PROBLEMS.

36 - FOUNDATION

AN EJ067784.
AU CARRILLO, TONY S.. HEATON, ISRAEL C.
TI STRATEGIES FOR ESTABLISHING A COMMUNITY EDUCATION PROGRAM.
SO PHI DELTA KAPPAN. 54. 3. 165-167. NOV 72.
AB PRESENTS 14 STEPS TO BE TAKEN BY THOSE COMMUNITIES WISHING TO DEVELOP COMMUNITY EDUCATION PROGRAMS.

64 - PROGRAM DEVELOPMENT

AN EJ067456.
AU DESHLER, BETTY. ERLICH, JOHN L.
TI CITIZEN INVOLVEMENT: EVOLUTION IN THE REVOLUTION.
SO PHI DELTA KAPPAN. 54. 3. 173-175. NOV 72.
AB ANSWERS SOME HARD QUESTIONS, SUCH AS: DOES REAL COMMUNITY CONTROL DIMINISH THE PROFESSIONAL? WHOSE FAULT IS IT WHEN COMMUNITY INVOLVEMENT FAILS.

36 - FOUNDATIONS

AN EJ067455.
AU MELBY, ERNEST O.
TI APPROACHES TO ROLE CHANGE IN COMMUNITY EDUCATION.
SO PHI DELTA KAPPAN. 54. 3. 171-172. NOV 72.
AB COMMUNITY EDUCATION APPEARS TO BE PECULIARLY VULNERABLE TO BUREAUCRATIC RESTRICTIONS. CONSEQUENTLY, SUCCESSFUL COMMUNITY EDUCATION ENDEAVORS APPEAR TO REQUIRE BASIC ROLE CHANGES AMONG TEACHERS, PRINCIPALS, SUPERVISORS, SUPERINTENDENTS, AND BOARD MEMBERS.

04 - ADMINISTRATION; 84 - TEACHERS

AN EJ067454.
AU MOORE, HAROLD E.
TI ORGANIZATIONAL AND ADMINISTRATIVE PROBLEMS AND PRACTICES.
SO PHI DELTA KAPPAN. 54. 3. 168-170. NOV 72.
AB DESCRIBES THREE BROAD ALTERNATIVES FOR ORGANIZING AND ADMINISTERING A COMMUNITY EDUCATION PROGRAM AT THE SCHOOL DISTRICT LEVEL. OFFERS ADVICE FOR AVOIDING COMMON ORGANIZATIONAL ADMINISTRATIVE PROBLEMS ASSOCIATED WITH COMMUNITY EDUCATION VENTURES. 04 - ADMINISTRATION

AN EJ067067.
AU SHAFER, PATRICK.
TI COMMUNITY SCHOOL AIDES -- PARA-PROFESSIONAL DIRECTORS.
SO COMMUNITY EDUCATION JOURNAL. 2. 5. 57-59. NOV 72.
AB DISCUSSES RESULTS AND COSTS OF A PROGRAM IN WHICH COMMUNITY SCHOOL AIDES VISITED DISTRICT HOMES TO BETTER ACQUAINT PEOPLE WITH THE ENTIRE SCHOOL DISTRICT OPERATION AND ITS EDUCATIONAL OFFERINGS.
04 - ADMINISTRATION

AN EJ067066.
AU NANCE, EVERETTE E.
TI THE COMMUNITY EDUCATION COORDINATOR.
SO COMMUNITY EDUCATION JOURNAL. 2. 5. 52-55. NOV 72.
AB COVERS THE SELECTION PROCESS AND HIRING OF THE COMMUNITY EDUCATION COORDINATOR; DESCRIBES THE REQUISITE PERSONALITY, QUALIFICATIONS, ROLE, AND TRAINING OF THE COORDINATOR; AND OUTLINES THE ORGANIZATION AND STRUCTURE OF THE COMMUNITY EDUCATION PROGRAM.
04 - ADMINISTRATION

AN EJ049543.
AU CATTELL, NEWTON O.
TI THE BRANCH CAMPUS ROLE IN COMMUNITY-BASED EDUCATION.
SO EDUCATIONAL RECORD. 52. 4. 368-70. F 71.
64 - PROGRAM DEVELOPMENT

AN EJ048554.
AU LOVETT, TOM.
TI ADULT EDUCATION AND THE COMMUNITY SCHOOL.
SO COMMUNITY DEVELOPMENT JOURNAL. 6. 3. 183-5. AUT 71.
AB DISCUSSES THE MAJOR BREAKTHROUGH IN THE PROVISION OF ADULT EDUCATION FOR WORKING CLASS COMMUNITIES WHICH HAS TAKEN PLACE IN THE LIVERPOOL (ENGLAND) EDUCATIONAL PRIORITY AREA DURING THE PAST TWO YEARS.
20 - COMPARATIVE

AN EJ047960.
AU MARTELL, GEORGE.
TI THE COMMUNITY SCHOOL WORKSHOP IN TORONTO: WHAT IT IS AND WHAT IT MUST BECOME.
SO THIS MAGAZINE IS ABOUT SCHOOLS. 5. 3. 74-84. SUM 71.
20 - COMPARATIVE

AN EJ042171.
TI COMMUNITY EDUCATION -- AMERICA'S HOPE FOR THE FUTURE.
SO COMMUNITY EDUCATION JOURNAL. 1. 3. 32-37. AUG 71.
40 - FUTURES

AN EJ040018.
AU LOVETT, T.
TI COMMUNITY ADULT EDUCATION.
SO STUDIES IN ADULT EDUCATION. 3. 1. 2-14. APR 71.
AB DESCRIBES SOME OF THE AUTHOR'S EXPERIENCES AS AN ORGANIZING TUTOR IN A POOR AREA OF CENTRAL LIVERPOOL. HE BELIEVES THAT IN POOR COMMUNITIES ADULT EDUCATION SHOULD BE CLOSELY INTEGRATED WITH OTHER AGENCIES AND ORGANIZATIONS.
20 - COMPARATIVE

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AN EJ038558.
AU PENDELL, R. C.
TI ATLANTA PIONEERS A COMMUNITY SCHOOL-CENTER COMPLEX.
SO COMMUNITY EDUCATION JOURNAL. 1. 2. 28-36. MAY 71.
AB A MIDDLE SCHOOL AND 13 SOCIAL SERVICE AGENCIES COMPRISE THE JOHN F. KENNEDY COMMUNITY SCHOOL COMPLEX IN ATLANTA, GEORGIA.
62 - PROGRAMS

.....

AN EJ037934.
AU PAPPADAKIS, NICK.
TI FINANCING COMMUNITY EDUCATION.
SO COMMUNITY EDUCATION JOURNAL. 1. 2. 37-41, 59. MAY 71.
32 - FINANCE

AN EJ036333.
AU SWAMINATHAN, INDIRA.
TI PRESCHOOL EDUCATION, PARENTS AND THE COMMUNITY IN A DEVELOPING SOCIETY.
SO NIE JOURNAL. 5. 2. 33-39. NOV 70.
AB ENVISIONS THE TEACHER-EDUCATOR'S ROLE AS VITAL IN INVOLVING PARENTS AND COMMUNITY IN PRESCHOOL EDUCATION.
48 - INSTRUCTION; 84 - TEACHERS

AN EJ035796.
AU CLARK, PHILLIP A.
TI IF TWO AND TWO AND FIFTY MAKE A MILLION.
SO COMMUNITY EDUCATION JOURNAL. 1. 1. 7-9. FEB 71.
AB GUIDELINES FOR CREATING A SOUND COMMUNITY EDUCATION PROGRAM.
64 - PROGRAM DEVELOPMENT

AN EJ035730.
AU LETARTE, CLYDE. MINZEY, JACK.
TI COMMUNITY EDUCATION AND THE NEIGHBORHOOD SCHOOL CONCEPT.
SO COMMUNITY EDUCATION JOURNAL. 1. 1. 26-27. FEB 71.
36 - FOUNDATION

AN EJ031526.
AU HANSEN, AL. CADY, DANIEL J.
TI COMMUNITY SCHOOL CONCEPT.
SO JOURNAL OF THE INTERNATIONAL ASSOCIATION OF PUPIL PERSONNEL WORKERS. 15. 1. 7-10. JAN '71.
AB THE COMMUNITY SCHOOL CONCEPTS DEMONSTRATES THAT PUBLIC INSTITUTIONS CAN BE: (1) COMPASSIONATE WITHOUT CODDLING; (2) CHARITABLE WITHOUT CONDESCENDING; AND (3) RESPONSIVE TO HUMAN NEEDS WITHOUT ROBBING THE RECIPIENT OF SELF RESPECT. PRESENTED AT MEETING OF I.A.P.P.W. DETROIT, 1970.

36 - FOUNDATIONS

AN EJ028020.
AU TOTTEN, W. FRED.
TI COMMUNITY EDUCATION--BEST HOPE FOR SOCIETY.
SO SCHOOL AND SOCIETY. 98. 2328. 410-3. NOV '70.

36 - FOUNDATIONS

AN EJ027738.
AU NOVOTNY, GERALDINE B.. BLOOM, SHOLOM.
TI CLOSED CIRCUIT TV--A NEW COMMUNITY EDUCATION TOOL.
SO ADULT LEADERSHIP. 19. 4. 110-111. OCT '70.
AB A STATEWIDE SERIES OF SEMINARS OF MULTIDISCIPLINARY NATURE WAS SPONSORED BY THE CONNECTICUT DEPARTMENT OF AGING, HARTFORD, AND THE UNIVERSITY OF CONNECTICUT AGRICULTURAL COOPERATION EXTENSION SERVICE, USING THE UNIVERSITY'S CLOSED-CIRCUIT TV FACILITIES.

48 - INSTRUCTION

AN EJ025068.
TI THE CATHOLIC SCHOOL SERVES AS A BULWARK OF COMMUNITY.
SO MOMENTUM. 1. 3. 4-8. AUG '70.

62 - PROGRAMS

AN EJ023599.
AU PEEBLES, ROBERT W.
TI THE COMMUNITY SCHOOL: THEN AND NOW.
SO PHYLON. 31. 2. 157-167. SUM '70.
AB EXAMINES THE MUTUAL DEVELOPMENT OF THE EAST HARLEM COMMUNITY AND THE BENJAMIN FRANKLIN HIGH SCHOOL AS A CASE STUDY OF THE COMMUNITY SCHOOL'S HISTORICAL DEVELOPMENT.

62 - PROGRAMS

AN EJ003019.
AU FAIRBAIRN, A. N.
TI YOUTH SERVICE IN A COMMUNITY CONTEXT.
SO ADULT EDUC (LONDON). 41. 6. 339-46+. 69 MAR.

64 - PROGRAM DEVELOPMENT

AN EJ013160.
AU WENRICH, J. WILLIAM; AND OTHERS.
TI COMMUNITY EDUCATION FOR PARTICIPATION IN WATER RESOURCE PLANNING.
SO ADULT LEADERSHIP. 18. 6. 174-176, 191-192. 69 DEC.
AB THE SCHOOL OF NATURAL RESOURCES AND THE INSTITUTE FOR SOCIAL RESEARCH AT THE UNIVERSITY OF MICHIGAN AIDED THE U.S. ARMY CORPS OF ENGINEERS IN PROMOTING PUBLIC EDUCATION ABOUT, AND PARTICIPATION IN, THE SUSQUEHANNA RIVER BASIN PROJECT.

40 - FUTURES; 62 - PROGRAMS

AN EJ006169.
AU MONTO, ALEXANDER V.. MILEY, WILLIAM D.
TI A WAY OF ACQUAINTING PEOPLE IN THE COMMUNITY WITH MENTAL HEALTH FACILITIES.
SO MENT HYG. 53. 3. 480-481. 69 JUL.

64 - PROGRAM DEVELOPMENT

SECTION IV

COMMUNITY EDUCATION

Research in Education (RIE)

AN ED160271.
AU SACHSENMEIER, PETER, ED. AND OTHERS.
TI BASIC EDUCATION: REFLECTIONS ON PARTICIPATORY CURRICULUM DEVELOPMENT AND PLANNING.
SO 78.
AB BASIC EDUCATION AS THE FIRST STAGE OF LIFELONG EDUCATION IS EMERGING AS A SIGNIFICANT ALTERNATIVE TO TRADITIONAL EDUCATION, ESPECIALLY FOR RURAL POPULATIONS IN THIRD WORLD COUNTRIES. BASIC EDUCATION IS A SET OF INTERRELATED IDEAS: COMMUNITY ORIENTATION OF EDUCATION, INTEGRATION OF FORMAL, NONFORMAL, AND INFORMAL LEARNING INTO LIFELONG LEARNING, STRESS ON PRACTICAL SKILLS, INVOLVEMENT OF THE TOTAL POPULATION, AND OVERCOMING TRADITIONAL SUBJECT ORIENTATION OF CURRICULUM. EDUCATION, AN INTEGRAL PART OF NATIONAL DEVELOPMENT, IS MORE EFFECTIVE WHEN BASED ON WELL-DEFINED LEARNING NEEDS, AND SUCH A CURRICULUM REQUIRES BOTH HORIZONTAL AND VERTICAL INTEGRATION WITHIN A COUNTRY. IMPLICATIONS FOR CURRICULUM PLANNERS INCLUDE: CONCENTRATION ON BASIC NEEDS (HEALTH, FOOD, FUNCTIONAL LITERACY); ATTITUDE CHANGE TOWARD WORK AND DEVELOPMENT; EMPHASIS ON INTEGRATION OF FORMAL/NONFORMAL EDUCATION; IMPLEMENTATION OF A FLEXIBLE, LIFELONG, LIFEWIDE CURRICULUM ENCOMPASSING NEEDS IDENTIFICATION, CURRICULUM CONTROL, EVALUATION, LEVELS OF RESPONSIBILITY; NEW APPROACH TO TEACHER EDUCATION, TEACHER ROLE/FUNCTION; ALTERNATIVE TEACHING/LEARNING PATTERNS; EXAMINATION SYSTEMS REFLECTING IDENTIFIED LEARNING NEEDS. FOUR CASE STUDIES OF FORMAL AND NONFORMAL EDUCATION IN EAST AFRICA ILLUSTRATE IMPLICATIONS OF PARTICIPATORY CURRICULUM DEVELOPMENT AND PLANNING POLICIES FOR EDUCATIONAL PLANNERS, CURRICULUM DEVELOPERS, AND RESEARCHERS.

40 - FUTURES; 48 - INSTRUCTION

AN ED159818.
AU SULLIVAN, KEITH C.
TI COMMUNITY SCHOOL DEVELOPMENT.
SO JUN 78.
AB AS WELL AS DESCRIBING THE PRESENT STATE OF DEVELOPMENT OF COMMUNITY SCHOOLS IN THE PROVINCE OF ALBERTA, THIS STUDY ALSO EXAMINED THE ORGANIZATIONAL AND ENVIRONMENTAL CHARACTERISTICS OF ALBERTA COMMUNITY SCHOOL EDUCATION PROGRAMS. QUESTIONNAIRES WERE COMPLETED BY 93 SCHOOL ADMINISTRATORS, 462 TEACHERS AND 1,110 COMMUNITY MEMBERS. INTERVIEWS WERE HELD WITH 84 STUDENTS AND 28 ADMINISTRATORS. FINDINGS INDICATED THAT IN NONE OF THE SCHOOLS WAS THE COMMUNITY SCHOOL EDUCATION COMPONENT DEVELOPED AS MUCH AS IN A HYPOTHETICAL MODEL CHOSEN. THE REGULAR PROGRAM AT THE COMMUNITY SCHOOLS WAS BASED SIGNIFICANTLY MORE ON LOCAL COMMUNITY ACTIVITIES THAN WAS THE PROGRAM AT COMPARISON SCHOOLS. THE COMMUNITY SCHOOLS HAD SIGNIFICANTLY MORE PROGRAMS FOR STUDENTS AND ADULTS AND MORE COMMUNITY INVOLVEMENT IN DECISION-MAKING. TEACHERS BUT NOT COMMUNITY MEMBERS INDICATED THAT PEOPLE ASSOCIATED WITH THE SCHOOL HAD SIGNIFICANTLY MORE CONTROL OVER SCHOOL AFFAIRS IN COMMUNITY SCHOOLS. NO SIGNIFICANT DIFFERENCES EXISTED BETWEEN THE COMMUNITY SCHOOLS AND COMPARISON SCHOOLS IN TEACHER JOB SATISFACTION AND STATUS, OR STUDENT SATISFACTION. COMMUNITY SCHOOLS PLACED MORE EMPHASIS ON EVALUATING PROGRAMS AND SCHOOL-COMMUNITY RELATIONS. MOST OF THOSE INTERVIEWED WANTED MORE EMPHASIS PLACED ON COMMUNITY SCHOOL ACTIVITIES. IT WAS IMPORTANT TO COMMUNITY SCHOOL PRINCIPALS THAT THEIR SCHOOL BOARDS TOOK AN ACTIVE INTEREST IN COMMUNITY SCHOOL EDUCATION.

00 - GENERAL

AN ED159461.
AU WARDEN, JOHN W.
TI COMMUNITY EDUCATION INTERACTION EXERCISES.
SO JUL 78.
SN MOTT (C.S.) FOUNDATION, FLINT, MICH. (88B04331).
AB THIS SOURCEBOOK IS PRESENTED AS A REFERENCE DOCUMENT FOR COMMUNITY EDUCATION TRAINERS AND PRACTIONERS WHO WISH TO ADOPT NEW APPROACHES FOR OUTREACH AND MEANINGFUL INVOLVEMENT IN TRAINING EXPERIENCES. IT IS DESIGNED TO INCREASE INVOLVEMENT AND PARTICIPATION BY PEOPLE IN MATTERS THAT AFFECT THEM AS INDIVIDUALS, AS FAMILIES, AND AS A COMMUNITY. AN EXERCISE INDEX IN THE FIRST PART OF THE DOCUMENT ELUCIDATES MANY OF THE SOURCEBOOK'S THEMES. THE INDEX INCLUDES BELIEFS, COMMUNITY COUNCIL, COMMUNITY INVOLVEMENT, COMMUNITY RESOURCES, COMPONENTS, CONCEPT BUILDING, COORDINATOR, DECISIONS, DELIVERY SYSTEMS, EVALUATION, FRAMEWORKS, FUTURE, GETTING ACQUAINTED, HISTORICAL PERSPECTIVES, INTERAGENCY RELATIONSHIPS, LOGOS, PLANNING, PROBLEM SOLVING, PROGRAMMING, RESOURCE SHARING, ROLES, VOLUNTEERISM, AND WORK PRIORITIES. THEN, AFTER THE INTRODUCTION EXAMINES POSSIBLE USES AND ABUSES OF THE EXERCISES, TWENTY-FIVE SECTIONS ARE INTRODUCED. SAMPLE TITLES OF THE FIRST THREE SECTIONS ARE "WHAT IS A COMMUNITY RESOURCE? " "COMMUNITY EDJCATION BELIEFS: AGREE-DISAGREE," AND "COMMUNITY EDUCATION 'ROOTS''. ALMOST EVERY SECTION ADOPTS THE FOLLOWING FORMAT: GOALS, GROUP SIZE, TIME, MATERIALS, PHYSICAL ARRANGEMENT, THE FACILITATIVE PROCEDURE, SPECIAL NOTES/INSTRUCTIONS, SUPPLEMENTAL READING/RESOURCES, AND TRAINER NOTES. AT THE END OF THE SOURCEBOOK, THREE APPENDED MATERIALS PRESENT SELECTED SOURCES OF COMMUNITY EDUCATION INFORMATION, REACTION FEEDBACK FORM, AND NEW EXERCISE ADDITIONS FORM.

48 - INSTRUCTION; 76 - RESOURCES

AN ED159459.
AU YOUNG, MALCOLM B. GOLDSAMT, MILTON R.
TI AN EVALUATION OF THE COMMUNITY EDUCATION PROGRAM. THE TECHNICAL SUPPLEMENT.
SO 78.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB A STUDY DONE FOR THE NATIONAL COMMUNITY EDUCATION ADVISORY COUNCIL TO ASSESS PROGRAMS FUNDED UNDER THE COMMUNITY SCHOOLS ACT IS PRESENTED IN AN INTRODUCTION AND THREE PARTS. STUDY GOALS, AS DEFINED IN THE INTRODUCTION, ARE TO DESCRIBE THE ORGANIZATION AND OPERATION OF COMMUNITY EDUCATION PROJECTS OF LOCAL EDUCATIONAL AGENCIES, STATE EDUCATIONAL AGENCIES, AND INSTITUTIONS OF HIGHER EDUCATION AND TO EVALUATE THEIR IMPACT AT THE LOCAL, STATE, AND UNIVERSITY LEVELS. PART I, CHAPTERS 2-7, DESCRIBES THE STUDY METHODOLOGY AND PROCEDURES. CHAPTER 7, FOR EXAMPLE, POSES FOUR RESEARCH QUESTIONS; AND THE GOALS, TECHNIQUES, AND METHODS USED TO RESPOND TO THE QUESTIONS ARE DETAILED. FOR INSTANCE. THE QUESTION "HOW MIGHT COMMUNITY EDUCATION PROJECTS BE TYPOLOGIZED'? IS EXAMINED USING DESCRIPTIVE, QUALITATIVE, AND MULTIVARIATE ANALYTIC TECHNIQUES. PART II, CHAPTERS 8-13, DESCRIBES AND ASSESSES REFUNDED PROJECTS. FOR EXAMPLE, CHAPTER 9 DETAILS REFUNDED STATE EDUCATIONAL AGENCY PROJECTS WITH THE INCLUSION OF AN OVERVIEW, PROJECT SETTING, INPUTS, OPERATIONS, TYPES, AND A SUMMARY. THE STATE PROJECT RESULTS ARE DISCUSSED IN CHAPTER 10. PART III CONTAINS TECHNICAL APPENDIXES WHICH INCLUDE A LIST OF MAJOR AND RELATED STUDY QUESTIONS; TABLES SUMMARIZING MAJOR ANALYTIC RESULTS; AND COPIES OF DATA COLLECTION INSTRUMENTS. THERE ARE SIXTY-FIVE EXHIBITS DISPERSED THROUGHOUT THE STUDY.

28 - EVALUATION

AN ED159412.
TI MODEL FOR A SCHOOL-COMMUNITY BASED ADULT EDUCATION PROGRAM. A DISSEMINATION GUIDE.
SO 78.
SN ARKANSAS STATE DEPT. OF EDUCATION, LITTLE ROCK. DIV. OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION. (BBB06043).
AB THIS DISSEMINATION GUIDE IS INTENDED TO HELP SCHOOLS DEVELOP SCHOOL-COMMUNITY-BASED ADULT EDUCATION PROGRAMS. A SIX-STEP PROGRAM TO MEET TRAINING AND RETRAINING NEEDS AND LEISURE TIME REQUIREMENTS IS PRESENTED BY THE CABOT SCHOOL DISTRICT. THE MODEL'S FIRST STEP IS DESIGNED TO AID IN THE ESTABLISHMENT OF AN ADVISORY COUNCIL TO GUIDE PROGRAM DEVELOPMENT AND IMPLEMENTATION. THE COUNCIL'S SELECTION, FUNCTION, INITIAL MEETING, ROLE, AND RESPONSIBILITIES ARE DISCUSSED. DO'S AND DON'TS OF INTERACTING WITH THE COUNCIL ARE OUTLINED. OVERALL PROGRAM GOALS, PROMOTION, AND PUBLIC RELATIONS ARE DEPICTED AS COUNCIL RESPONSIBILITIES. IN STEP 2 THE PURPOSES OF A COMMUNITY NEEDS SURVEY AND THE INSTRUMENTS TO BE USED IN THE SURVEY ARE DISCUSSED. STEP 3 IS INVOLVED WITH PROGRAM PLANNING AND DEVELOPMENT. WAYS TO SELECT COURSES, BEGIN AN INSTRUCTOR RESOURCE FILE, AND SCHEDULE ARE SUGGESTED. PROGRAM IMPLEMENTATION, PUBLICITY TECHNIQUES, AND ENROLLMENT PROCEDURES ARE EXAMINED IN THE FOURTH STEP. THE FINAL STEPS ARE DEVOTED TO DEVELOPING COURSE AND PROGRAM EVALUATION PROVISIONS. (SAMPLE SURVEY INSTRUMENTS, INSTRUCTOR CARD, SCHEDULE, REGISTRATION, AND EVALUATION FORMS ARE INCLUDED.) (FOR DETAILS OF THE CABOT PROGRAM SEE RELATED DOCUMENT CE 017 601.).

64 - PROGRAM DEVELOPMENT

AN ED159113.
TI REFERENCE FILES OF ORGANIZATIONS AND INDIVIDUALS INVOLVED IN CITIZEN EDUCATION: FINAL REPORT.
SO 31 MAY 78.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB MORE THAN 500 ORGANIZATIONS AND INDIVIDUALS CONCERNED WITH CITIZEN EDUCATION ARE DESCRIBED. INFORMATION WAS COLLECTED FROM NATIONAL FOUNDATIONS, STATE EDUCATION AGENCIES, MEMBERSHIP LISTS OF CITIZEN EDUCATION COMMITTEES, AND AUTHORITIES IN FIELDS RELATED TO CITIZEN EDUCATION IN ORDER TO DEVELOP A REFERENCE FILE OF CITIZEN EDUCATION EFFORTS. THE DIRECTORY LISTS INDIVIDUALS AND ORGANIZATIONS INVOLVED DIRECTLY IN CITIZEN EDUCATION ACTIVITIES AND IN RELATED FIELDS SUCH AS CITIZEN PARTICIPATION, COMMUNITY EDUCATION, CONFLICT RESOLUTION, ENERGY, ECONOMICS, GLOBAL STUDIES, SOCIAL STUDIES, AND WOMEN'S STUDIES. DATA WERE OBTAINED THROUGH QUESTIONNAIRES WHICH REQUESTED DESCRIPTIONS OF PROGRAMS AND ACTIVITIES. THE ENTRIES ARE CATEGORIZED ALPHABETICALLY WITHIN AN ORGANIZATIONS FILE AND A PERSONNEL FILE. SELECTED ENTRIES FOR EACH CATEGORY ARE DESCRIBED IN MORE DETAIL. INFORMATION IS GIVEN ON NAME, ADDRESS, POSITION (IF INDIVIDUAL), OFFICERS (IF ORGANIZATION), BACKGROUND, SERVICES, AREA SERVED, TARGET GROUPS, AND PUBLICATIONS. FOLLOWING THE LISTINGS IS A CROSS-REFERENCE SECTION IN WHICH THE ENTRIES ARE INDEXED BY SUBJECT AREA, GEOGRAPHICAL AREA SERVED, SERVICES, AND TARGET AUDIENCES.

76 - RESOURCES

AN ED158919.
AU EKANAYAKA, S. B.
TI TEACHER EDUCATION AND COMMUNITY DEVELOPMENT PROJECT ORGANISED BY THE TEACHERS' COLLEGE - HINGURAKGODA, SRI LANKA.
SO 8 APR 78.
AB AN INNOVATIVE PROJECT IN TRAINING TEACHERS FOR COMMUNITY DEVELOPMENT WAS BEGUN IN THREE REMOTE VILLAGES IN SRI LANKA IN 1975 BY ONE OF THE COUNTRY'S 28 TEACHER COLLEGES. UNDER SUPERVISION BY A RESIDENT TEACHER EDUCATOR, TEACHER TRAINEES WERE PLACED IN VILLAGES FOR TWO WEEKS PER TERM NOT ONLY TO TEACH THE TWO COURSES PER DAY REQUIRED BY ALL OF THE TEACHER COLLEGES BUT TO PARTICIPATE IN VILLAGE LIFE, COMPLETE SOCIOECONOMIC SURVEYS OF THE VILLAGES, AND, IN CONSULTATION WITH VILLAGE LEADERSHIP, DRAW UP DEVELOPMENT SCHEMES. THE PROJECT STRESSED THE ROLE OF THE TEACHER AS AN AGENT OF CHANGE, AN ATTITUDE DEVELOPER, CREATIVE THINKER, COMMUNITY LEADER. BESIDES INTRODUCING LEADERSHIP SKILLS TO THE TRAINEE AND OPENING HIS EYES TO DEVELOPMENT PROBLEMS FACED BY THE RURAL POOR, THE PROJECT MADE THE SCHOOL THE OPERATIONAL CENTER FOR SOCIOECONOMIC AND CULTURAL PROGRESS IN THE COMMUNITY AND HELPED BRIDGE THE GAP BETWEEN A TEACHER COLLEGE CURRICULUM GEARED TOWARD URBAN AND SUBURBAN SCHOOLS AND RURAL REALITIES. TRAINEE ACTIVITIES RANGED FROM INTRODUCING MOBILE DISPENSARIES AND EXPANDING ECONOMIC OPPORTUNITIES TO DRAWING UP A CURRICULUM MORE RELEVANT TO RURAL PEOPLE AND INITIATING ADULT EDUCATION. DESPITE PROBLEMS, THE PROJECT GAINED VILLAGERS' ENTHUSIASM, INCREASED ENROLLMENTS, INVOLVED MORE PARENTS WITH SCHOOL, AND BROUGHT REQUESTS FOR SIMILAR PROGRAMS FROM ADJOINING SCHOOLS.

STUDENTS), PUBLIC INSTITUTIONS LOCATED IN THE SUBURBS OF MAJOR CITIES IN THE NORTH CENTRAL OR WESTERN REGIONS OF THE COUNTRY, AND CONTROLLED BY STATE/LOCAL AGENCIES. OTHER ELEMENTS OF SUCCESS WERE A PROGRAM ADMINISTRATOR WITH NO OTHER INSTITUTIONAL RESPONSIBILITIES, AND DIVERSIFIED FUNDING. THE SURVEY FORM IS APPENDED.

20 - COMPARATIVE

AN ED158787.
AU YOUNG, ROBERT B. AND OTHERS.
TI DIRECTIONS FOR THE FUTURE: AN ANALYSIS OF THE COMMUNITY SERVICES DIMENSION OF COMMUNITY COLLEGES. COMMUNITY COLLEGES, COMMUNITY EDUCATION MONOGRAPH #2.
SO APR 78.
AB IN 1976 THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES CENTER FOR COMMUNITY EDUCATION CONDUCTED A SURVEY TO INVESTIGATE COMMUNITY EDUCATION/SERVICES AT COMMUNITY AND JUNIOR COLLEGES NATIONWIDE. QUESTIONNAIRES WERE SENT TO 1,275 PUBLIC AND PRIVATE TWO-YEAR COLLEGES; RESPONSE RATE WAS 61.7%. RESULTS OF THE SURVEY ARE DIVIDED INTO SECTIONS COVERING: AN OVERVIEW OF COMMUNITY EDUCATION; THE IDENTITY OF COMMUNITY EDUCATION AND THE IMPACT OF DIFFERENT PROGRAM NAMES UPON SUCCESS; THE EFFECT OF COLLEGE SIZE; THE RELEVANCE OF COLLEGE LOCATION IN A REGION OF THE NATION AND IN URBAN OR RURAL ENVIRONMENTS; THE DIFFERENCES BETWEEN PUBLIC AND PRIVATE INSTITUTIONS; THE CONTROL OF PUBLIC COLLEGES BY LOCAL, STATE/LOCAL OR STATE OFFICES. THE FINAL SECTIONS PRESENT A SUMMARY AND CONCLUSIONS, A LIST OF GENERAL CONCERNS, AND MODELS FOR THE MOST AND LEAST SUCCESSFUL COMMUNITY EDUCATION PROGRAMS. RESULTS INDICATED THAT SUCCESSFUL PROGRAMS WERE GENERALLY LINKED TO LARGE (MORE THAN 8,000

72 - RESEARCH

AN ED158429.
AU SEMPLE, BARRY F. DELELLIS, ANTHONY J.
TI COMMUNITY EDUCATION AND STATE EDUCATION AGENCIES. AN ASSESSMENT OF EXISTING AND FUTURE ROLES. COMMUNITY EDUCATION ADVISORY COUNCIL REPORT NO. 4.
SO 77.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. (BBB00077).
AB RESEARCHERS ASKED CHIEF STATE SCHOOL OFFICERS IN 50 STATES AND 6 TERRITORIES ABOUT THEIR OPINIONS OF THE ESSENTIAL COMPONENTS OF COMMUNITY EDUCATION, THEIR PERCEPTIONS OF CURRENT AND FUTURE STATE DEPARTMENT ROLES IN COMMUNITY EDUCATION DEVELOPMENT, AND THEIR RECOMMENDATIONS FOR IMPLEMENTATION OF THE STATE ROLES. THE 51 RESPONDENTS RANKED THE THREE MOST IMPORTANT ELEMENTS OF COMMUNITY EDUCATION TO BE A PROCESS FOR MATCHING COMMUNITY RESOURCES WITH COMMUNITY NEEDS; SPONSORSHIP OF COOPERATIVE PROGRAMS WITH OTHER AGENCIES; AND USE OF SCHOOLS AS COMMUNITY CENTERS. RESPONDENTS RANKED THE THREE MOST IMPORTANT CURRENT AND FUTURE ROLES OF STATE DEPARTMENTS OF EDUCATION TO BE PROVIDING TECHNICAL ASSISTANCE TO LOCAL EDUCATION AGENCIES IN THE DESIGN OF COMMUNITY EDUCATION PROGRAMS; ENCOURAGING STATE EDUCATION ASSOCIATION STAFF TO PLAN COOPERATIVELY WITH OTHER STATE AGENCIES; AND ESTABLISHING STATEWIDE COMMUNITY EDUCATION GOALS. THE THREE MOST IMPORTANT STRATEGIES RECOMMENDED BY CHIEF STATE SCHOOL OFFICERS FOR THE DEVELOPMENT OF COMMUNITY EDUCATION AT THE STATE EDUCATION ASSOCIATION LEVEL WERE ESTABLISHING A STATEWIDE COMMUNITY EDUCATION ADVISORY COUNCIL; SEEKING STATE BOARD OF EDUCATION APPROVAL OF THE DEFINITION, GOALS, AND PLANS FOR COMMUNITY EDUCATION; AND SEEKING COMMITMENT FROM OTHER STATE AGENCIES TO INVESTIGATE THE MERITS AND FEASIBILITY OF COMMUNITY EDUCATION.

40 - FUTURES; 72 - RESEARCH

AN ED157848.
AU COLUMBUS, FREDERICK.
TI THE HISTORY AND DEVELOPMENT OF PUBLIC SCHOOL ADULT AND COMMUNITY EDUCATION IN MICHIGAN, 1862-1977.
SO 78.
AB THE HISTORY OF ADULT AND COMMUNITY EDUCATION IN MICHIGAN SINCE 1862 CAN BE DIVIDED INTO FIVE MAJOR PERIODS. IN THE FIRST PERIOD, 1862-1930, ADULT AND EVENING EDUCATION WAS INSTITUTED BY HENRI A. HOBART IN THE UPPER PENINSULA AND WAS EXTENDED BY FRANK CODY IN DETROIT. DURING THE SECOND PERIOD, THE 1930S, CHARLES STEWART MOTT AND FRANK J. MANLY LAID GROUNDWORK FOR COMMUNITY EDUCATION AND THE DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTERED NUMEROUS ADULT EDUCATION PROGRAMS TO COUNTERACT DELETERIOUS EFFECTS OF THE DEPRESSION YEARS. DURING THE THIRD PERIOD, THE 1940S, THE DEPARTMENT OF PUBLIC INSTRUCTION EMBARKED ON AN EXPERIMENTAL ADULT EDUCATION PROGRAM. IN 1948, PASSAGE OF THE STATE AID ACT ALLOWED REIMBURSEMENT TO SCHOOLS FOR PUPILS OVER 21 YEARS OF AGE. IN THE PERIOD OF THE 1950S AND 1960S, ADDITIONAL STATE LEGISLATION WAS ENACTED TO PROVIDE ADULT BASIC EDUCATION, HIGH SCHOOL COMPLETION PROGRAMS, AND G.E.D. EQUIVALENCY. THE FINAL MAJOR PERIOD OF EDUCATIONAL DEVELOPMENT, 1970-77, REVEALS GRADUAL PROGRESS OF FUNDING BY THE STATE FOR ADULT AND COMMUNITY EDUCATION PROGRAMS IN LEISURE AND ENRICHMENT, BASIC SKILLS REVIEW, BUSINESS AND INDUSTRIAL SUBJECTS, PRECOLLEGE ENTRANCE, PREPARATION FOR RETIREMENT, SENIOR CITIZEN ORIENTATION, COMMUNITY DEVELOPMENT, AND FOREIGN LANGUAGES.

44 - HISTORY

AN ED157580.
AU SCIGLIANO, VIRGINIA S. AND OTHERS.
TI A CLOSE ENCOUNTER: A REPORT OF A NATIONAL CHARETTE ON COMMUNITY COLLEGES AND COMMUNITY SCHOOLS.
SO JUL 78.
AB THIS MONOGRAPH DISCUSSES A MODEL, DEVELOPED BY CONFERENCE PARTICIPANTS USING THE CHARETTE PROCESS, FOR FACILITATING THE DELIVERY OF HUMAN SERVICES THROUGH THE COOPERATIVE PARTNERSHIP OF COMMUNITY SCHOOLS, COLLEGES, AND AGENCIES. THE MODEL IS BASED ON THE PREMISE THAT LIMITED COMMUNITY RESOURCES REQUIRE ELIMINATION OF COMPETITIVE SYSTEMS, DUPLICATION OF EFFORT, AND DISORGANIZED DELIVERY SYSTEMS IN ORDER TO BETTER PROVIDE FOR CLIENTS AND MAKE HUMAN SERVICES ACCESSIBLE AND THEIR DELIVERY EFFECTIVE. COOPERATIVE COMPREHENSIVE PLANNING WOULD ASSURE MAXIMUM UTILIZATION AND ACCESSIBILITY OF COMMON RESOURCES. THE MODEL CALLS FOR IDENTIFICATION OF SERVICES THROUGH NEEDS ASSESSMENT, IMPROVED COMMUNICATION AMONG INSTITUTIONS, AGENCIES AND COMMUNITY MEMBERS, IMPROVED SELECTION PROCEDURES AND PRE- AND IN-SERVICE TRAINING PROGRAMS FOR EDUCATION PERSONNEL, AND DEVELOPMENT OF A SYSTEM FOR MONITORING, EVALUATING, AND IMPROVING SERVICES. THE MODEL ALSO REVIEWS THE EDUCATIONAL PROGRAMS, FACILITIES, SERVICES, AND SERVICE POPULATIONS THAT REFLECT THE SCOPE OF THE COOPERATIVE PROGRAM, AS WELL AS A SEVEN-STEP PROCESS FOR PROMOTING COOPERATIVE ADMINISTRATION EFFORTS. BARRIERS TO FULL IMPLEMENTATION OF A COMMUNITY EDUCATION PROGRAM AND STRATEGIES FOR OVERCOMING THESE BARRIERS ARE SUGGESTED.

00 - GENERAL

AN ED157144.
AU DAVIES, DON. ZERCHYKOV, ROSS.
TI CITIZEN PARTICIPATION IN EDUCATION. ANNOTATED BIBLIOGRAPHY. SECOND EDITION.
SO JAN 78.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. SCHOOL CAPACITY FOR PROBLEM SOLVING GROUP. (BBB10383).
AB OVER 800 ITEMS ON CITIZEN PARTICIPATION IN EDUCATIONAL DECISION-MAKING, POLICY DEVELOPMENT, AND SCHOOL GOVERNANCE IN PUBLIC SCHOOLS AND SCHOOL SYSTEMS ARE DESCRIBED IN THIS ANNOTATED BIBLIOGRAPHY. MAJOR EMPHASIS IS ON PUBLISHED BOOKS, PAMPHLETS, MONOGRAPHS, AND ARTICLES, ALTHOUGH DOCUMENTS OBTAINABLE THROUGH THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) OR MADE PUBLICLY AVAILABLE BY SPONSORING AGENCIES ARE INCLUDED. DISSERTATIONS ARE GENERALLY NOT ANNOTATED, BUT THOSE CONSIDERED POTENTIALLY USEFUL ARE LISTED AND REFERENCES TO THEM IN DISSERTATION ABSTRACTS ARE INDEXED. THE LITERATURE WAS SEARCHED BOTH CONVENTIONALLY AND BY COMPUTER, USE BEING MADE OF THE ERIC FILES, THE SOCIAL SCIENCE CITATION INDEX, SOCIOLOGY ABSTRACTS, AND THE FOUNDATION CENTER DATA BANK, AS WELL AS PERIODICAL AND BOOK INDEXES AND DISSERTATION ABSTRACTS. PRIMARY EMPHASIS IS ON THE PERIOD 1973-1976, WITH SECONDARY EMPHASIS ON 1965-1973. DOCUMENTS LISTED IN SECTION 1 DEAL GENERALLY WITH THE ROLE OF THE "PUBLIC" IN PUBLIC EDUCATION. THOSE IN SECTIONS 2 AND 3 PRESENT ANALYSES OF EXAMPLES, CASES, AND PROGRAMS OF CITIZEN PARTICIPATION IN DIFFERENT ISSUE AREAS AND INSTITUTIONAL FRAMEWORKS. SECTION 4 CONCENTRATES ON "HOW TO" MATERIAL, INCLUDING INFORMATION SOURCES. THE BIBLIOGRAPHY IS INDEXED BY AUTHOR, TOPIC, AND BY THE GEOGRAPHICAL LOCATIONS FIGURING IN THE CASE STUDIES INCLUDED.

76 - RESOURCES

AN ED157139.
AU PARSON, STEVE R.
TI STRENGTH THROUGH COOPERATION: EXAMPLES OF COOPERATION BETWEEN COMMUNITY EDUCATION AND COOPERATIVE EXTENSION.
SO NOV 77.
SN MOTT (C.S.) FOUNDATION, FLINT, MICH. (BBB04331).
AB THIS PUBLICATION PRESENTS A COLLECTION OF BRIEF EXAMPLES OF COOPERATION BETWEEN COMMUNITY EDUCATION AND THE COOPERATIVE EXTENSION SERVICE PROVIDED BY STATE LAND-GRANT UNIVERSITIES, THE UNITED STATES DEPARTMENT OF AGRICULTURE, AND LOCAL GOVERNMENTS, WORKING TOGETHER. THESE EXAMPLES, COLLECTED FROM ACROSS THE NATION, FALL INTO SIX CATEGORIES: (1) LOCAL COMMUNITY EDUCATION DEVELOPMENT, (2) STATEWIDE PLANNING, (3) STAFF DEVELOPMENT, (4) PROGRAMMING, (5) COOPERATIVE PROGRAM PROMOTION, AND (6) INTERAGENCY COOPERATION. NAMES AND ADDRESSES OF CONTACT PERSONS WHO CAN PROVIDE FURTHER INFORMATION ARE INCLUDED WHEN POSSIBLE.
12 - AGENCIES

AN ED156301.
AU RADER, HANNELORE B.
TI THE NEWEST DIMENSION OF THE COMMUNITY COLLEGE--COMMUNITY SERVICES. A SELECTED AND ANNOTATED BIBLIOGRAPHY.
SO 78.
AB THIS BIBLIOGRAPHY CONTAINS 77 ITEMS RELATIVE TO THE PROBLEMS OF SELF-, COMMUNITY, AND PROGRAM DEVELOPMENT WITHIN COMMUNITY COLLEGES AND INCLUDES BOOKS, JOURNAL ARTICLES, DISSERTATIONS, AND ERIC MATERIALS FROM 1970 TO THE PRESENT AS WELL AS A FEW FUNDAMENTAL SOURCES DATED BEFORE 1970. THE BIBLIOGRAPHY IS DIVIDED INTO FIVE SECTIONS: GENERAL OVERVIEWS (L LISTING), BIBLIOGRAPHIES (5 LISTINGS), THEORETICAL WORKS (27 LISTINGS), NEEDS ASSESSMENT AND PROGRAM DESCRIPTIONS (40 LISTINGS), AND WORKS DEALING WITH FUNDING (4 LISTINGS). A BRIEF ANNOTATION FOR EVERY ITEM IN THE BIBLIOGRAPHY IS INCLUDED.
76 - RESOURCES

AN ED156296.
AU LOMBARDI, JOHN.
TI COMMUNITY EDUCATION: THREAT TO COLLEGE STATUS? TOPICAL PAPER NUMBER 68.
SO JUL 78.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THIS PAPER ADDRESSES THE PROBLEMS SURROUNDING ADULT BASIC EDUCATION, ADULT EDUCATION, CONTINUING EDUCATION, AND COMMUNITY SERVICES. IT BEGINS BY ATTEMPTING TO SORT OUT THE OFTEN CONFUSING AND OVERLAPPING USE OF THESE DESIGNATIONS BY COMMUNITY COLLEGE EDUCATORS; AND THEN PRESENTS A PICTURE OF POPULAR COMMUNITY COLLEGE ACTIVITIES. THE FUNCTIONS, ACTIVITIES, AND SERVICES COVERED BY THE TERM "COMMUNITY EDUCATION" MAY BE OFFERED AS DEGREE-COLLEGE-CREDIT, NON-DEGREE-COLLEGE-CREDIT, NON-COLLEGE-CREDIT, AND NONCREDIT; AND AS INDIVIDUAL NONCLASS EVENTS VARYING IN LENGTH. THE ACTIVITIES MAY BE COLLEGE- OR COMMUNITY-SPONSORED OR MAY BE JOINTLY SPONSORED BY A COLLEGE AND A PUBLIC AGENCY OR PRIVATE GROUP. IN ADDITION, THEY CAN BE HELD ON- OR OFF-CAMPUS, IN CLASSROOMS AND THROUGH MEDIA. STUDENTS AND PARTICIPANTS GENERALLY FALL UNDER THE NONTRADITIONAL STUDENT HEADING. HEADCOUNT ENROLLMENTS IN COMMUNITY EDUCATION COURSES ARE USUALLY FAR LARGER THAN ENROLLMENTS IN THE DEGREE-ORIENTED OCCUPATIONAL AND TRANSFER COURSES. THE PRIORITY FOR STATE AND LOCAL FUNDING FOR COMMUNITY COLLEGE COURSES, PROGRAMS, AND ACTIVITIES HAS BEEN AND WILL LIKELY CONTINUE TO BE FOR CREDIT, DEGREE-ORIENTED COURSES. HENCE, THERE IS A CURRENT TREND TOWARD MAKING ADULT AND CONTINUING EDUCATION, AND COMMUNITY SERVICE ACTIVITIES SELF-SUPPORTING.
88 - TRENDS

AN ED156226.
AU GOLLATTSCHECK, JAMES F.
TI COMMUNITY-BASED EDUCATION: A NEW DIRECTION FOR COMMUNITY COLLEGES.
SO 16 AUG 77.
AB COMMUNITY-BASED EDUCATION IS A CONCEPT OF RAPIDLY INCREASING INTEREST AND IMPORTANCE TO COMMUNITY COLLEGE EDUCATORS, FINDING ITS WAY MORE AND MORE FREQUENTLY INTO LITERATURE AND DISCUSSIONS, YET IT IS A CONCEPT MORE TALKED AND WRITTEN ABOUT THAN PRACTICED. A BASIC REASON FOR THE GAP BETWEEN THEORY AND PRACTICE IS THAT FEW INSTITUTIONS HAVE COMPLETELY THOUGHT THROUGH AND DEVELOPED AN ADEQUATE WORKING DEFINITION OF COMMUNITY-BASED EDUCATION. MOST COLLEGES HAVE BEEN UNWILLING TO COMPLETELY RETHINK THEIR VIEWS OF POSTSECONDARY EDUCATION. IN ORDER TO SUCCEED, COMMUNITY-BASED COLLEGES MUST GIVE THE HIGHEST PRIORITY TO PROVIDING FOR THE CONTINUOUS RENEWAL OF THE COMMUNITIES THEY SERVE THROUGH ATTENDING TO THE LIFELONG LEARNING NEEDS OF ALL COMMUNITY RESIDENTS. BECAUSE OF THEIR GREAT DIVERSITY, IT IS IMPOSSIBLE TO DESCRIBE ALL COMMUNITY-BASED COLLEGES' ACTIVITIES AND PROGRAMS; HOWEVER, THERE ARE COMMON CHARACTERISTICS. COMMUNITY-BASED EDUCATION SHOULD BE FOUNDED ON CAREFULLY DOCUMENTED NEEDS OF INDIVIDUALS, GROUPS, AND COMMUNITY INSTITUTIONS; SHOULD WORK WITH ALL COMMUNITY COMPONENTS IN PLANNING, CONDUCTING, AND EVALUATING ACTIVITIES AND PROGRAMS; SHOULD BE ACCESSIBLE TO ALL COMMUNITY RESIDENTS; SHOULD PROVIDE NEEDED COMPETENCIES AND SKILLS FOR THOSE UNSERVED BY TRADITIONAL CREDITS AND DEGREES; AND SHOULD WILLINGLY ADAPT INSTRUCTIONAL METHODS TO THE NEEDS OF THE GREAT DIVERSITY OF LEARNERS.

64 - PROGRAM DEVELOPMENT; 88 - TRENDS

AN ED155781.
TI CATALOG OF FEDERAL PROGRAMS RELATED TO COMMUNITY EDUCATION. REPORT NO. 3.
SO 77.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. (BBB00077).
AB THIS CATALOG IS A COMPILATION OF UP-TO-DATE INFORMATION ABOUT FEDERAL PROGRAMS CURRENTLY AVAILABLE TO SUPPORT COMMUNITY EDUCATION AND RELATED ACTIVITIES. THE INFORMATION INCLUDES PROGRAM TITLES, OFFICE LOCATIONS, PURPOSES OF THE GRANTS, AND SUGGESTED APPLICATIONS OF THE PROGRAMS TO COMMUNITY EDUCATION. PROGRAMS COVERED INCLUDE BOTH FORMULA GRANTS (FUNDS DISTRIBUTED ACCORDING TO A LEGALLY SPECIFIED FORMULA) AND DISCRETIONARY OR PROGRAM GRANTS (FUNDS DISTRIBUTED AT THE DISCRETION OF THE COMMISSIONER OF EDUCATION). USERS OF THE CATALOG ARE ADVISED TO REQUEST GUIDELINES FROM THE APPROPRIATE OFFICES, AS DESIGNATED IN THE CATALOG, BEFORE DESIGNING PROPOSALS. A SUBJECT INDEX AND TABLES DISPLAYING EACH PROGRAM'S GENERAL CATEGORIES, TYPES OF ASSISTANCE, AND TARGET POPULATIONS SUPPLEMENT THE DOCUMENT.

32 - FINANCES; 76 - RESOURCES

AN ED154961.
AU ROMERO, J. CHRISTIAN.
TI COMMUNITY BILINGUAL EDUCATION.
SO JUL 77.
AB COMMUNITY BILINGUAL EDUCATION, WHICH UTILIZES THE COMMUNITY'S LANGUAGE FOR EDUCATIONAL INSTRUCTION AND VALUES THE COMMUNITY CULTURE, NARROWS THE COMMUNICATION GAP BETWEEN THE COMMUNITY AND THE EDUCATIONAL INSTITUTIONS. THUS, IN THE SPRING OF 1976, "AZTLAN EN KANSAS: ASISTENCIA TECNOLOGICA" WAS INITIATED TO PROVIDE TECHNICAL ASSISTANCE TO KANSAS' MEXICAN AMERICANS IN THE DEVELOPMENT OF LEADERSHIP SKILLS WHICH COULD THEN BE APPLIED FOR THE IMPROVEMENT OF THE WHOLE COMMUNITY. PRIMARILY CONDUCTED THROUGH WORKSHOPS, SEMINARS, AND INFORMATION DISSEMINATION, THE PROGRAM AIMED TO HELP THE PARTICIPANTS GAIN LEADERSHIP SKILLS SUCH AS REINFORCING IDEAS IN A GROUP, USING PROPER METHODS FOR ADVOCATING IDEAS AND ACTIONS, AND EVALUATING GOALS AND OBJECTIVES. PROGRAM CONTENT INCLUDED: CLIMATE SETTING, GROUP PROCESSES, NEEDS ASSESSMENT, DATA GATHERING TECHNIQUES, GROUP PLANNING AND PRIORITIZING, DEFINITION OF GOALS AND OBJECTIVES, AND EVALUATION OF ACHIEVEMENT. THE PROGRAM UTILIZED A LAUBACH MODEL IN THAT AS A WORKSHOP WAS CONDUCTED BY THE PROJECT, COMMUNITY LEADERS WERE IDENTIFIED WHO THEN AGREED TO CONDUCT A SECOND LEADERSHIP WORKSHOP WITH SUPPORT FROM THE PROJECT. GROUPS OF COMMUNITY LEADERS (ABOUT 20 PERSONS) WERE IDENTIFIED IN ABOUT 15 COMMUNITIES. WHILE THE WORK THAT WAS DONE BY THE COMPLETION OF THE PROJECT WAS "HIGHLY" SUCCESSFUL, THE "TIME LIMITATION AND DIFFICULTY OF SCHEDULING WORKSHOPS AT A TIME THAT WAS CONVENIENT TO PARTICIPANTS PUT A RATHER CONSTRAINING OBSTACLE IN ADMINISTERING THE PROGRAM".
48 - INSTRUCTION; 62 - PROGRAMS

AN ED154942.
AU COOMBS, PHILIP H. AHMED, MANZOOR.
TI BUILDING NEW EDUCATIONAL STRATEGIES TO SERVE RURAL CHILDREN AND YOUTH.
SO 27 MAR 74.
SN UNITED NATIONS CHILDREN'S FUND, NEW YORK, N.Y. (BBBO7313).
AB SUMMARIZING THE INTERNATIONAL COUNCIL FOR EDUCATIONAL DEVELOPMENT'S (ICED) SECOND REPORT ON THE STUDY OF NONFORMAL EDUCATION FOR RURAL YOUTH AND CHILDREN, THIS DRAFT OF THE SECOND REPORT OUTLINES THE SUBSTANCE OF EACH CHAPTER AND THE MAIN FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS. THIS SUMMARY DOES NOT INCLUDE THE DETAILED EVIDENCE, ILLUSTRATIONS, REFERENCES, ETC. WHICH WILL BE INCLUDED IN THE FINAL DRAFT. THE INITIAL CHAPTER PRESENTS AN OVERVIEW OF THE PROBLEMS CONFRONTING THE RURALLY DEPRIVED YOUTH AND CHILDREN OF THE WORLD AND OUTLINES STRATEGIES FOR RURAL EDUCATION. THE NEXT THREE CHAPTERS EXAMINE POSSIBLE ALTERNATIVE APPROACHES TO PARTICULAR CATEGORIES OF LEARNING NEEDS (BASIC GENERAL EDUCATION; OCCUPATIONAL EDUCATION, AND CIVIC EDUCATION). THE ANALYSIS THEN TURNS TO A SERIES OF INTERRELATED ISSUES AND PROBLEMS THAT CUT ACROSS ALL KINDS OF NONFORMAL PROGRAMS AND CONVERGE AT THE VORTEX OF PLANNING AND EVALUATION. CHAPTER V VIEWS THESE ISSUES AND THE PROCESS OF PLANNING AND EVALUATION FROM THE VANTAGE POINT OF A MANAGER OF A SINGLE EDUCATIONAL PROGRAM. CHAPTER VI BROADENS THE PERSPECTIVE AND VIEWS THESE AND OTHER ISSUES IN THE CONTEXT OF A STRATEGY AIMED AT FUSING VARIOUS EDUCATIONAL PROGRAMS AND RELATED DEVELOPMENT ACTIVITIES INTO A MORE COHESIVE AND EFFECTIVE WHOLE-AREA BY AREA AND NATIONWIDE. CHAPTER VI ALSO ENVISAGES AS A GUIDING CONCEPT THE PROGRESSIVE EMERGENCE OF A COMPREHENSIVE, HIGHLY DIVERSIFIED, AND INCREASINGLY UNIFIED "RURAL LEARNING SYSTEM" THAT CAN SERVE PEOPLE OF ALL AGES AND DEVELOPMENT OBJECTIVES OF MANY KINDS.
48 - INSTRUCTION; 82 - STUDENTS

AN ED154880.
AU HARLACHER, ERVIN L. ED. GOLLATTSCHECK, JAMES F. ED.
TI IMPLEMENTING COMMUNITY-BASED EDUCATION. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 21.
SO 78.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB OVERVIEWS OF SEVERAL SIGNIFICANT AREAS OF COMMUNITY-BASED EDUCATION INCLUDING SPECIFIC PRACTICES AND PROCEDURES OF COMMUNITY COLLEGE EDUCATORS ARE CONTAINED IN THIS SOURCEBOOK. ARTICLES COVER THE DEVELOPMENT OF COMMUNITY-BASED EDUCATION FROM ITS INCEPTION, CLEARLY DEFINING THE COMMUNITY-BASED COMMUNITY COLLEGE; SPECIFIC SUGGESTIONS FOR SOUND PLANNING; THE PROBLEM OF STAFF SELECTION AND DEVELOPMENT IN LIGHT OF COMMUNITY-BASED EDUCATION; DIFFICULT MANAGEMENT PROBLEMS FROM THE VIEWPOINT OF THE HIGHLY INNOVATIVE COMMUNITY COLLEGE OF VERMONT; AN ANALYSIS OF CURRENT AND PROJECTED DELIVERY SYSTEMS; PROVIDING STUDENT PERSONNEL SERVICES TO NONTRADITIONAL STUDENTS THROUGH "BROKERING" SYSTEMS; THE RELATIONSHIP BETWEEN COMMUNITY-BASED AND PERFORMANCE-ORIENTED EDUCATION; HOW TO FUND COMMUNITY-BASED PROGRAMS; THE UNIQUE PROBLEMS OF PROVIDING COMMUNITY-BASED EDUCATION IN URBAN CENTERS; THE IMPORTANCE OF TRUSTEE ORIENTATION AND EDUCATION IN INNOVATIVE MOVEMENTS; AND ASSESSING THE IMPACT OF COMMUNITY-BASED PROGRAMS ON COMMUNITIES SERVED. A REVIEW OF PERTINENT LITERATURE AND A BIBLIOGRAPHY ARE ALSO PRESENTED. CONTRIBUTORS INCLUDE: ERWIN I. HARLACHER, JAMES F. GOLLATSCHECK, GUNDAR A. MYRAN, MAX TADLOCK, WILLIAM A. KEIM, PETER P. SMITH, HYMAN H. FIELD, STEVE MILLS, ROBERT E. HENCEY, GARY D. HALLINGSWORTH, DALE PARNELL, SIDNEY S. MICEK, AND EDWARD M. COOPER.
76 - RESOURCES

AN ED154486.
AU CAUDILL, WILLIAM.
TI FROM INFANCY TO INFINITY.
SO 77.
AB SOCIETY IS BEGINNING TO RECOGNIZE THAT THE NEED FOR EDUCATION EXTENDS BEYOND THE RANGE ESTABLISHED FOR FORMAL SCHOOLING. EDUCATION IS A PROCESS THAT BEGINS AT BIRTH AND NEVER ENDS, AND IS ALWAYS A MATTER OF INDIVIDUAL CAPACITIES, INTERESTS, AND NEEDS. THE SCHOOLHOUSE CONCEPT, WHICH LIMITS EDUCATION TO THAT WHICH CAN TAKE PLACE IN A TRADITIONAL SPACE, IS ANACHRONISTIC IN AN AGE OF TELECOMMUNICATIONS AND COMPUTERS. THIS OUTDATED CONCEPT MUST BE DISCARDED IN FAVOR OF A SYSTEM THAT PROVIDES READY ACCESS TO EDUCATION TO EVERY CITIZEN, REGARDLESS OF AGE. A LIKELY ALTERNATIVE INVOLVES A CENTRAL SERVICE TENDER PROVIDING EDUCATIONAL MATERIALS TO WIDELY DISSEMINATED LEARNING STATIONS. THESE STATIONS, DESIGNED TO SERVE NUMBERS OF STUDENTS APPROPRIATE TO THE EDUCATIONAL DISCIPLINE AND LEVEL USING THEM, FROM ONE TO HUNDREDS, COULD BE FOUND IN ISOLATION OR IN CLUSTERS THROUGHOUT THE COMMUNITY, IN GOVERNMENT BUILDINGS, SHOPPING CENTERS, INDUSTRIAL PARKS, AND SO ON. THE MOST IMPORTANT REQUIREMENTS OF ANY REDESIGN OF EDUCATION AND FACILITIES ARE TO FOSTER THE STUDENT, PROVIDE THE STUDENT WITH AN EXCELLENT TEACHER, PROVIDE THE TEACHER WITH A GOOD PROGRAM, AND, FINALLY, DESIGN THE SPACE AROUND THE NEEDS OF THE OTHER THREE.
60 _ LIFELONG LEARNING

AN ED154140.
AU WARNER, LARRY S. HUMBURG, RENAE.
TI TEACHING ADULT VOCATIONAL EDUCATION LEARNERS. ANNOTATED AND SELECTED BIBLIOGRAPHY. FINAL REPORT.
SO 30 SEP 77.
SN BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D. C. (BBB09463).
AB THIS SELECTED ANNOTATED BIBLIOGRAPHY CONTAINS EIGHTY-THREE ENTRIES (INCLUDES BOOKS, REPORTS, GUIDES, PAPERS, AND ARTICLES) RELEVANT TO TEACHING ADULT VOCATIONAL EDUCATION LEARNERS. THE CITATIONS ARE ORGANIZED ALPHABETICALLY BY AUTHOR AND EACH ONE INCLUDES SOME OR ALL OF THE FOLLOWING: SOURCE, TITLE, SPONSORING AGENCY, PUBLISHER, CITY, STATE, DATE, PAGES REVIEWED, AND AN ANNOTATION. SOME REPRESENTATIVE TITLES INCLUDE THE FOLLOWING: "MEETING THE NEEDS OF WORKING CLASS WOMEN IN POST SECONDARY EDUCATION"; "VOLUNTARISM: THE REAL AND EMERGING POWER"; "CONTINUING EDUCATION IN CANADIAN UNIVERSITIES"; "COMMUNITY EDUCATION AND ITS MAJOR COMPONENTS"; "TEACHING ADULTS"; "CAREER EDUCATION: COMMUNITY RESOURCE CENTER"; "LIFELONG LEARNING"; "FINDING COMMUNITY: A GUIDE TO COMMUNITY RESEARCH AND ACTION"; "THE PHYSIOLOGY OF AGING: HOW IT AFFECTS LEARNING"; "GOAL ANALYSIS"; "RECURRENT EDUCATION"; "TESTED TECHNIQUES FOR TEACHERS OF ADULTS"; "TEACHER'S ROLE IN LIFE-CENTERING THE CURRICULUM"; "GUIDE TO ADULT EDUCATION COUNSELING"; AND "PASSAGES: PREDICTABLE CRISES OF ADULT LIFE'.

48 - INSTRUCTION; 52 - LEARNING

AN ED154105.
TI COMMUNITY EDUCATION COMPARATIVE GED STRATEGIES. VOLUME I. FINAL REPORT.
SO JUL 75.
SN BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. (BBB01855).
AB TO ASSESS DIFFERENT METHODS OF PREPARATION FOR THE GENERAL EDUCATIONAL DEVELOPMENT (GED) EXAMINATION IN RURAL AND URBAN SITES, A STUDY WAS DESIGNED TO COMPARE THREE DIFFERENT TYPES OF DELIVERY SYSTEMS: (1) A SUPPORT PROGRAM ALONE WITHOUT EDUCATIONAL TELEVISION (ETV); (2) ETV ALONE; AND (3) ETV PLUS A PERSONAL CONTACT, SUPPLEMENTAL TRAINING SUPPORT PROGRAM. TWO ADDED CONDITIONS WERE (4) UTILIZATION OF KENTUCKY EDUCATIONAL TELEVISION/GED SKILLS PACKETS IN INDIVIDUALIZATION OF THE SYSTEM AND (5) A GROUP OF STUDENTS ATTEMPTING THE GED TEST WITHOUT ANY KNOWN FORMAL PREPARATION. THE POPULATION CONSISTED OF 303 PERSONS PREPARING FOR THE GED OVER A THREE YEAR PERIOD. DELIVERY SYSTEMS WERE COMPARED IN TERMS OF THE DEMOGRAPHIC CHARACTERISTICS OF THE STUDENTS INVOLVED WITH EACH, AND IN TERMS OF INDIVIDUAL STUDENT ACADEMIC SKILLS GAIN MEASURED BY PRE- AND POST-TESTING OF BASIC SKILLS AND/OR GED ATTAINMENT. AT THE TIME OF DATA ANALYSIS EIGHTY-SEVEN PERSONS (28.7%) HAD ATTEMPTED THE GED AND 91% WERE SUCCESSFUL. PRACTICAL SIGNIFICANCE OF THE RESULTS OF THE ANALYSIS OF VARIANCE OF GAIN SCORES BETWEEN STUDENTS IS THAT THERE IS NOT MUCH DIFFERENCE AMONG THE DIFFERENT SUPPORT CONDITIONS, WITH OR WITHOUT ETV. IT WAS CONCLUDED THAT ETV TEACHES AS WELL AS ANY OTHER INSTRUCTIONAL METHOD, THAT SUCCESSFUL DELIVERY OF ADULT EDUCATION AND STUDENT ACHIEVEMENT ARE DEPENDENT MORE ON THE NATURE OF THE CLIENT THAN UPON THE TEACHING/LEARNING SYSTEM, AND THAT THE GREATEST NEED IN ADULT EDUCATION CALLS FOR DIFFERENTIATION--VARYING PROCEDURES AND RESPONSE TO VARYING NEEDS. (INCLUDED ARE A LITERATURE REVIEW ON PREVIOUS EFFORTS AND RESEARCH INTO USES OF TV FOR GED PREPARATION, DESCRIPTION OF THE ETV PROGRAM DEVELOPMENT, AND COMPLETE DATA TABLES AND ANALYSIS.).

48 - INSTRUCTION; 72 - RESEARCH

AN ED153712.
AU CRAMER, JAMES P. AND OTHERS.
TI LATCH KEY: DEVELOPING CHILD CARE PROGRAMS THROUGH COMMUNITY EDUCATION.
SO 77.
AB THIS GUIDE TO THE LATCH KEY PROGRAM FOR AFTER-SCHOOL DAY CARE EXPLORES RATIONALE AND METHODS FOR DEVELOPING LATCH KEY PROGRAMS IN THE PUBLIC SCHOOLS TO PROVIDE LOW COST AFTER-SCHOOL CARE FOR CHILDREN (GRADES 1-6) OF WORKING OR STUDENT PARENTS. (SOME PROGRAMS HAVE BEEN PROVIDED FOR KINDERGARTEN CHILDREN AND SOME HAVE BEEN EXPANDED TO FULL TIME DURING SUMMER AND HOLIDAY PERIODS.) THE BOOKLET OUTLINES LATCH KEY PROGRAM GOALS AND THE COMMUNITY EDUCATION CONCEPT OF MAXIMUM USE OF TAX-SUPPORTED SCHOOLS TO MEET THE NEEDS OF ALL AGE GROUPS IN THE COMMUNITY. COMMUNITY SUPPORT FACTORS ARE CITED AND SUPPORT AND FINANCING STRATEGIES DESCRIBED. A SECTION ON LEADERSHIP, STAFFING AND TRAINING COVERS THE COORDINATOR'S ROLE, USE OF PUBLIC SCHOOL AND PARAPROFESSIONAL PERSONNEL, AND INSERVICE TRAINING. A SECTION ON PARENT PARTICIPATION DEALS WITH THE CRUCIAL ROLE OF PARENT ADVISORY GROUPS AND THE NEED FOR INFORMAL PARENT INVOLVEMENT. DISCUSSION OF PROGRAM OPERATION CONSIDERS RELATIONSHIPS WITH REGULAR SCHOOL PERSONNEL, STATE LICENSING REGULATIONS, PERSONNEL STANDARDS AND PROGRAM EVALUATION.

64 - PROGRAM DEVELOPMENT

AN ED152[illegible]0.
AU FOREST, LAVERNE B.
TI COMMUNITY LEADERS' COMMITMENTS TO PROGRAMS: DO THEY CHANGE DURING A PROGRAM.
SN EXTENSION SERVICE (DOA), WASHINGTON, D.C. (BBB06482).
AB TO FURTHER DEVELOP A PREVIOUSLY TESTED COMMITMENT ANALYSIS MODEL FOR ANALYZING THE COMMITMENTS OF LOCAL LEADERS TO COMMUNITY EDUCATION PROGRAMS, TELEPHONE INTERVIEWS WERE CONDUCTED OF 272 LEADERS (255 MEN AND 17 WOMEN) IN A RURAL WISCONSIN COUNTY OF 30,000. THE INTERVIEW QUESTIONS FOCUSED ON THEIR COMMITMENTS TO PROGRAM GOALS IN THE LATTER PROGRAMMING STAGES OF EDUCATIONAL OFFERINGS ON COMMUNITY LAND USE PLANNING, INDUSTRIAL DEVELOPMENT, AND RECREATIONAL DEVELOPMENT. THE RESULTS SHOWED THAT THE MODEL IS NOT ONLY USEFUL FOR ANALYZING NEW EDUCATIONAL SITUATIONS BUT WITH SOME REVISIONS IS A VIABLE MODEL FOR CONTINUALLY GUIDING THE ANALYSIS OF EDUCATIONAL SITUATIONS. IN THE REVISED MODEL, THE BEHAVIORAL COMMITMENT OF COMMUNITY LEADERS TOWARD PROGRAM GOALS WILL BE DIFFERENT AT DIFFERENT STAGES OF PROGRAMMING. THOUGH PREVIOUS RESEARCH HAS SHOWN STATIC PERSONAL POSSESSION TYPE COMMITMENTS (E. G. INCOME, EDUCATION, AND PROPERTY INVESTMENT OF LEADERS) AS MORE RELIABLE PREDICTORS IN EARLY PROGRAMMING STAGES, THESE RESULTS INDICATE THAT THE MORE DYNAMIC BEHAVIORAL COMMITMENTS (E. G. EARLINESS OF INVOLVEMENT, HOURS INVOLVED IN PROGRAMS, AND AMOUNT OF PERCEIVED CONTACT) ARE STRONGER PREDICTORS IN LATTER STAGES OF PROGRAMMING. THESE FINDINGS SUGGEST THAT ADULT EDUCATORS MUST CONTINUALLY OBSERVE AND ANALYZE THE SITUATION THROUGHOUT A COMMUNITY EDUCATIONAL PROGRAM TO BE FULLY AWARE OF EXISTING NEEDS, POSSIBLE BARRIERS, AND/OR WAYS TO FACILITATE THE PROGRAM.

72 - RESEARCH

AN ED152987.
AU PENLAND, PATRICK R.
TI SELF-PLANNED LEARNING IN AMERICA.
SO 78.
AB A NATIONAL STUDY INVESTIGATED THE SELF-LEARNING PATTERNS OF ADULT INDIVIDUALS WHO EMPLOY A WIDE RANGE OF COMMUNITY RESOURCES AND MATERIALS FOR INDEPENDENT LEARNING PROJECTS. THE MODELS FROM WHICH THE HYPOTHESES, THE INTERVIEW INSTRUMENT, AND THE RESPONSE ANALYSES WERE TAKEN INCLUDED PREVIOUS SURVEY RESEARCH ABOUT INDEPENDENT LEARNING AS WELL AS LEARNING AND COMMUNICATION THEORY. SUBJECTS WERE SELECTED FROM THE U.S. POPULATION BY MEANS OF A MODIFIED PROBABILITY SAMPLE. THEY RESPONDED TO A ONE-HOUR INTERVIEW BASED ON A PRETESTED QUESTIONNAIRE DEALING WITH THE RESPONDENTS' PATTERNS AND PURPOSES OF CONTINUING ADULT LEARNING AND THEIR INFORMATION SEEKING AND UTILIZATION HABITS. A VARIETY OF DEMOGRAPHIC CHARACTERISTICS AND SOCIOCULTURAL INFORMATION WAS ALSO OBTAINED FROM EACH RESPONDENT. AMONG THE MAJOR FINDINGS ARE THE FOLLOWING: FOUR OUT OF FIVE AMERICAN ADULTS ARE INVOLVED IN A LEARNING PROJECT EACH YEAR; SELF-INITIATED ADULT LEARNERS CAN BE FOUND AT ALL SOCIAL, ECONOMIC, EDUCATIONAL, AND OCCUPATIONAL LEVELS; FILM, BOOK, AND MAGAZINE RESOURCES ARE LARGELY ASSOCIATED WITH LEARNING; SELF-INITIATED ADULT LEARNERS ARE HIGHLY "GOAL-ORIENTED" AND HAVE VERY INDIVIDUALISTIC LEARNING PATTERNS; ADULT LEARNERS OFTEN FEEL A NEED TO ESTABLISH THE PACE AND CONTROL THE CHARACTER OF THEIR LEARNING EXPERIENCES; TIME DEVOTED TO A LEARNING PROJECT CAN RANGE FROM 1 TO 900 HOURS, THE AVERAGE BEING 156; ADULT INDEPENDENT LEARNERS PREFER TO STUDY AT HOME; AND THE "LEARNING EPISODE" IS THE BASIC UNIT AROUND WHICH A LEARNING PROJECT IS CONSTRUCTED.

48 - INSTRUCTION; 52 - LEARNING

AN ED152379.
AU DRAKE, SANDRA L. LYNCH, MARY JO.
TI COMMUNITY COLLEGES, PUBLIC LIBRARIES, AND THE HUMANITIES: A STUDY OF COOPERATIVE PROGRAMS. FINAL REPORT.
SO 30 APR 78.
SN NATIONAL ENDOWMENT FOR THE HUMANITIES (NFAH), WASHINGTON, D.C. (BBB02108).
AB A STUDY OF COOPERATION BETWEEN COMMUNITY COLLEGES AND PUBLIC LIBRARIES RELATIVE TO COMMUNITY EDUCATION IN THE HUMANITIES UTILIZED A THREE-PHASE DATA COLLECTION PLAN. PHASE I SURVEYED 198 COLLEGES THAT HAD RESPONDED TO AN EARLIER COMMUNITY EDUCATION SURVEY AND INDICATED THEY COOPERATED WITH PUBLIC LIBRARIES; 169 RESPONDED. IN PHASE II, A REVISED QUESTIONNAIRE WAS SENT TO ALL REMAINING COMMUNITY COLLEGES; 528 OF 1,043 RESPONDED. BOTH PHASE I AND II EXPLORED VARIOUS COOPERATIVE COMMUNITY EDUCATION SERVICE ARRANGEMENTS, SUCH AS ONE LIBRARY SERVING BOTH THE COLLEGE AND THE COMMUNITY, THE PUBLIC LIBRARY OPERATING THE COLLEGE LIBRARY UNDER CONTRACT, THE LIBRARY MAKING SPACE AVAILABLE FOR COLLEGE CLASSES OR PROGRAMS, AND JOINT PUBLIC PROGRAMS PLANNED BY THE LIBRARY AND THE COLLEGE. COOPERATIVE PROGRAM SUBJECT MATTER WAS ALSO EXAMINED. PHASE III INVOLVED CLOSE EXAMINATION OF SIX SELECTED COLLEGE/PUBLIC LIBRARY COOPERATIVE PAIRS IN TERMS OF PROGRAM INITIATION, CONTINUATION, CHANGE, EVALUATION, ADVICE, FUNDING, SUCCESS AND PROBLEMS. A UNIQUE ARRANGEMENT BETWEEN FLATHEAD VALLEY COMMUNITY COLLEGE AND THE FLATHEAD COUNTY FREE LIBRARY IN KALISPELL, MONTANA WAS INCLUDED IN THE PHASE III, MATCHED-PAIR INVESTIGATION. A BIBLIOGRAPHY AND COPIES OF THE SURVEY INSTRUMENTS ARE APPENDED.

12 - AGENCIES

AN ED152375.
AU HEPBURN, KENNETH.
TI EDUCATIONAL NEEDS, ACCESS, AND BARRIERS OF RESIDENTS IN SOUTHEAST CENTRAL LOS ANGELES: A PHASE II NEEDS ASSESSMENT FOR NEW DIMENSIONS.
SO NOV 77.
AB OF PRIMARY CONCERN IN STUDYING THE EDUCATIONAL AND INFORMATIONAL NEEDS OF RESIDENTS OF THE SOUTHEAST CENTRAL AREA OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT WAS DETERMINING THE AREA'S DEMOGRAPHIC AND HISTORICAL CHARACTERISTICS. THE DATA GATHERING STRATEGIES INVOLVED LOCATING AVAILABLE INFORMATION ON THE AREA FOR BACKGROUND TO COMMUNITY ISSUES, CONCERNS, AND NEEDS; CONDUCTING INTERVIEWS WITH PERSONS IN SERVICE CAPACITIES FROM BOTH WITHIN AND OUTSIDE THE AREA; AND DIRECTLY OBSERVING COMMUNITY SERVICE AGENCY ACTIVITIES. THE SEMI-STRUCTURED INTERVIEWS WITH COMMUNITY INFORMANTS ELICITED INFORMATION ON SOCIAL CHANGE AND SOCIAL STABILITY IN THE AREA, ON SIGNIFICANT GROUPS, EDUCATIONAL AND INFORMATIONAL NEEDS, AND BARRIERS AND ACCESS POINTS FOR NEW DIMENSIONS PROGRAMS. THE FINDINGS INDICATED THAT THE AREA WAS EXPERIENCING A RAPID POPULATION SHIFT IN TERMS OF CULTURAL, AGE, AND ECONOMIC CHARACTERISTICS. LONG-TERM, OLDER, MORE AFFLUENT ANGLO RESIDENTS WERE BECOMING AN INCREASINGLY SMALLER COHORT; WHILE, YOUNGER, LESS WELL-OFF, AND LESS WELL-TRAINED LATINO FAMILIES WERE BECOMING THE MAJORITY GROUP. THE POPULATION SHIFT SUGGESTED A NUMBER OF EDUCATIONAL SERVICES: AREA-WIDE ACTIVITIES WHICH FOSTER COMMUNITY SENSE AND COMMUNICATION AND ALSO ESTABLISH A COMMUNITY COLLEGE PRESENCE, DIVERSE PROGRAMMING WITH BILINGUAL CAPACITY, AND INTRODUCTION OF EDUCATIONAL COUNSELORS TO THE AREA.

62 - PROGRAMS

AN ED151988.
AU ELSBREE, KATIE; AND OTHERS.
TI THE GRASS ROOTS ALTERNATIVE: A CITIZENS' APPROACH TO COMMUNITY EDUCATION.
SO NOV 77.
SN MOTT (C.S.) FOUNDATION, FLINT, MICH. (BBB04331).
AB THE GENESIS OF THE OCEAN BEACH, CALIFORNIA, COMMUNITY SCHOOL IS DESCRIBED IN THIS VOLUME BY THREE OF THE PARTICIPANTS IN ITS FORMATION. A GRASSROOTS EFFORT, THE SCHOOL WAS STARTED AMIDST A CERTAIN DEGREE OF CONTROVERSY AND RESISTANCE FROM ALREADY ESTABLISHED COMMUNITY ORGANIZATIONS. THE AUTHORS DESCRIBE THE PROCESSES THEY WENT THROUGH TO GATHER BROADER SUPPORT FOR THE IDEA, TO ASSESS COMMUNITY NEEDS, TO FORM AND WORK WITH A COMMUNITY EDUCATION ADVISORY COUNCIL, TO PUT TOGETHER AN EDUCATIONAL PROGRAM, AND TO EVALUATE THE COMMUNITY SCHOOL. ONE CHAPTER, WRITTEN BY THE COMMUNITY SCHOOL DIRECTOR, DESCRIBES THE POLITICAL AND INTERPERSONAL PROBLEMS THAT HAD TO BE RESOLVED TO GET THE PROGRAM RUNNING SMOOTHLY.

62 - PROGRAMS

AN ED151987.
AU PARSON, STEVE R.
TI COOPERATIVE EXTENSION GUIDE TO COMMUNITY EDUCATION DEVELOPMENT. PUBLICATION 757.
SO NOV 77.
AB INTENDED AS A GUIDE FOR COOPERATIVE EXTENSION PERSONNEL, THE PURPOSE OF THIS PAPER IS TO SUGGEST HOW TO DEVELOP COMMUNITY EDUCATION PROGRAMS AND HOW EXTENSION PERSONNEL CAN ESTABLISH WORKING RELATIONSHIPS WITH ONGOING COMMUNITY EDUCATION PROGRAMS. THE AUTHOR OUTLINES AN ACTION MODEL FOR COMMUNITY EDUCATION DEVELOPMENT THAT CONSISTS OF 13 STEPS, INCLUDING ANALYZING EXISTING SOCIAL SYSTEMS, INITIATING COMMUNITY EDUCATION AWARENESS, FORMING A TASK FORCE, MOBILIZING RESOURCES, AND EVALUATING THE ACTION PLAN. TO ENCOURAGE COORDINATION WITH EXISTING COMMUNITY EDUCATION PROGRAMS, COOPERATIVE EXTENSION CAN ASSIST IN COMMUNITY NEEDS ASSESSMENT, IN PROGRAM PROMOTION, IN SHARING PUBLIC FACILITIES AND RESOURCES, AND IN EXPANDING 4-H PROGRAMS.

64 - PROGRAM DEVELOPMENT

AN ED151969.
AU NEWITT, JANE. KAHN, HERMAN.
TI THE SCHOOLS' COMMUNITY ROLES IN THE NEXT TEN YEARS: AN OUTSIDE PERSPECTIVE. COMMUNITY EDUCATION ADVISORY COUNCIL REPORT NO. 2.
SO 77.
AB THE PURPOSE OF THIS ESSAY IS TWOFOLD. FIRST, IT IS INTENDED TO COMMUNICATE THE AUTHORS' SENSE OF THE CONTEXT IN WHICH THE SCHOOLS WILL BE OPERATING OVER THE NEXT 10 OR 12 YEARS AND HOW THIS CONTEXT DIFFERS FROM THAT OF THE PAST DOZEN YEARS. SECOND, THIS ANALYSIS PRESENTS TWO SCENARIOS FOR THE SCHOOLS' LARGER COMMUNITY ROLES IN THE NEXT 10 YEARS. ONE OF THESE SCENARIOS DEALS WITH GROWING COMMUNITIES; THE OTHER DEALS WITH COMMUNITIES EXPERIENCING DECLINE. THE ESSAY CONCLUDES WITH A MORE GENERAL RANKING OF THE POSSIBLE COMMUNITY ROLES THAT THE SCHOOLS CAN FILL. AN APPENDIX PROVIDES ADDITIONAL INFORMATION ON THE MAJOR FACTORS INFLUENCING SCHOOL ENROLLMENT TRENDS.

40 - FUTURES

AN ED151902.
AU MILLER, BRIAN P.
TI SUMMARY OF THE ARIZONA STATE UNIVERSITY USOE PROJECT TO ASSESS NEEDED COMPETENCIES IN COMMUNITY EDUCATION.
SO 77.
AB THREE WORKSHOPS WERE HELD FOR THE PURPOSE OF IDENTIFYING PRINCIPAL COMPETENCIES IN FOUR ROLES INVOLVED IN THE ADMINISTRATION OF COMMUNITY EDUCATION: SUPERINTENDENT, DISTRICT COORDINATOR, PRINCIPAL, AND BUILDING DIRECTOR. THE FIRST WORKSHOP PROVIDED INITIAL LISTS OF COMPETENCIES BY ROLES. THE SECOND WORKSHOP PRODUCED THE LIST OF EDITED COMPETENCY STATEMENTS THAT WAS THEN ADMINISTERED BY MAIL TO THE PARTICIPANTS OF THE FIRST WORKSHOP. THE THIRD WORKSHOP PROVIDED THE OPPORTUNITY TO COMPARE THE IDEAL PROFILE AGAINST THE SELF ASSESSMENTS PROVIDED BY THE PARTICIPANTS. PARTICIPANT EVALUATION RESPONSES INDICATED THAT THE PROJECT GENERATED UNUSUAL SUPPORT IN ON-THE-JOB PERFORMANCE ASSESSMENT, AND BUILT OR WAS SUPPORTIVE OF SIGNIFICANT INTEREST IN RESEARCH AND DEVELOPMENT WORK RELATIVE TO THE IMPROVEMENT OF COMMUNITY EDUCATION AND ITS ADMINISTRATION.

04 - ADMINISTRATION

AN ED151062.
TI PROCEEDINGS: COMMUNITY EDUCATIONAL SERVICES ASSEMBLY (1ST, CUYAHOGA COMMUNITY COLLEGE, METROPOLITAN CAMPUS, JUNE 21, 1977).
SO 21 JUN 77.
SN AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, WASHINGTON, D.C. NATIONAL CENTER FOR COMMUNITY EDUCATION. (BBB15391).
AB THE FIRST ANNUAL COMMUNITY EDUCATIONAL SERVICES ASSEMBLY BROUGHT TOGETHER 95 REPRESENTATIVES OF COMMUNITY ORGANIZATIONS AND EDUCATIONAL INSTITUTIONS IN THE CLEVELAND AREA TO IDENTIFY THE EDUCATIONAL NEEDS OF THEIR CONSTITUENTS AND AVAILABLE RESOURCES FOR EDUCATIONAL COLLABORATION BETWEEN COMMUNITY COLLEGES AND URBAN AGENCIES. PRESENTATIONS BY RICHARD TOMPKINS AND STEVEN MINTER ON "THE COMMUNITY SERVICE FUNCTION OF EDUCATIONAL INSTITUTIONS: SOME THOUGHTS ON COOPERATIVE PROGRAMMING" MAKE UP THE BULK OF THE DOCUMENT. THE FIRST AUTHOR GIVES EXAMPLES OF THREE AGENCIES THAT DEVELOPED REGIONAL PERINATAL CARE, MANAGEMENT TRAINING, AND CONSUMER-ORIENTED PROGRAMS. THE SECOND AUTHOR DISCUSSES SIX BROAD ACTIVITY AREAS PROPOSED BY COMMUNITIES, INCLUDING REVITALIZATION OF NEIGHBORHOODS, SERVICES TO CHILDREN WITH SPECIAL NEEDS, SERVICES TO THE ELDERLY, LEADERSHIP DEVELOPMENT ACTIVITIES, DEVELOPMENT OF ADVOCACY PROGRAMS, AND SERVICES FOR WOMEN. A SUMMARY LIST OF 16 CONSTITUENCY GROUPS RANGING FROM SEMI-LITERATES TO SERVICE GROUPS AND THEIR RELEVANT TARGET SKILLS IS PRESENTED, WITH SKILL AREAS DIVIDED INTO BASIC, TECHNICAL, COMMUNITY RESEARCH, COMMUNITY LEADERSHIP, AND MANAGEMENT. AN ATTENDANCE LIST AND SAMPLE PARTICIPANT INFORMATION SHEET ARE INCLUDED.

64 - PROGRAM DEVELOPMENT

AN ED150426.
AU DRUIAN, GREG.
TI CITIZEN PARTICIPATION HANDBOOK: FOUR CASE STUDIES. COMMUNITY EDUCATION ADVISORY COUNCIL REPORT NO. 6.
SO 77.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB FOUR CASE STUDIES PRESENTED IN THIS HANDBOOK DEMONSTRATE SPECIFIC TECHNIQUES WHICH CAN BE USED TO BUILD CITIZEN PARTICIPATION IN A COMMUNITY EDUCATION PROGRAM. BASED ON CRITERIA OF ADAPTABILITY, EVIDENCE OF EFFECTIVENESS, AND SIGNIFICANCE, ONE PROJECT FOR EACH OF THE FOLLOWING FOUR CLASSIFICATIONS OF NINETY-TWO RELEVANT PROJECTS WAS SELECTED FOR INCLUSION IN THE HANDBOOK: RURAL--SAN JUAN COUNTY, UTAH; "RURBAN" (9,000-100,000 POPULATION)--KANAWHA COUNTY, WEST VIRGINIA; SUBURBAN--HAZEL PARK, MICHIGAN; AND URBAN--MINNEAPOLIS, MINNESOTA. EACH PROJECT IS DESCRIBED IN TERMS OF CONTACT PERSONS, CASE STUDY (DESCRIPTION OF THE PROJECT), EVIDENCE OF EFFECTIVENESS, REPLICABILITY, COSTS, AND SOURCES OF FURTHER INFORMATION. GENERAL CHARACTERISTICS OF SUCCESSFUL INNOVATIONS AND SPECIFIC ISSUES RELATED TO IMPLEMENTING PROJECTS DESCRIBED IN THE HANDBOOK ARE DISCUSSED IN THE INTRODUCTION. A GUIDE TO LOCATING SPECIFIC TECHNIQUES DISCUSSED IN THE HANDBOOK IS ALSO INCLUDED: ADMINISTRATIVE ROLE DESCRIPTION, CHARACTERISTICS OF CHANGE, COUNCIL PERFORMANCE SURVEY, COUNCIL WORKBOOK, GUIDELINES FOR COMMUNITY SCHOOL COUNCILS, HOME VISITATIONS, INTERVIEW GUIDE, INVOLVING AGENCY REPRESENTATIVES, INVOLVING STAFF, NEEDS ASSESSMENT (COMMUNITY SURVEY), PROCESS FACILITATOR/PROCESS FACILITATION, REPRESENTATIVE COUNCILS, SITE VISITATION, AND STUDENT-CONDUCTED SURVEYS.

00 - GENERAL

AN ED150291.
AU CARROLL, ADGER B.
TI AN EVALUATION OF COMMUNITY ORGANIZATION AND LEADERSHIP DEVELOPMENT IN COOPERATIVE EXTENSION'S COMMUNITY DEVELOPMENT PROGRAM. A NATIONAL TASK FORCE REPORT.
SO OCT 77.
AB A NATIONAL EVALUATION STUDY WAS CONDUCTED TO ASCERTAIN THE EFFECTS OF THE LARGE QUANTITY OF MANPOWER DEVOTED TO COMMUNITY ORGANIZATION AND LEADERSHIP DEVELOPMENT WORK BY STATE COOPERATIVE EXTENSION SERVICES. DATA WERE SOUGHT ON EVALUATION QUESTIONS WHICH ADDRESSED OBJECTIVES AND POLICIES RELATED TO COMMUNITY ORGANIZATIONAL AND LEADERSHIP DEVELOPMENT APPROACHES OR METHODS USED IN THAT WORK, AUDIENCES WHICH SUPPORT THE WORK, FACTORS AFFECTING THE QUALITY OF LEADERSHIP TRAINING, USEFULNESS OF THAT WORK IN THE EXTENSION PROGRAM, AND NEED FOR CHANGING RESOURCES DEVOTED TO THAT WORK. A LARGE NUMBER OF EXTENSION SERVICE PERSONNEL WERE SURVEYED ACROSS THE NATION, INCLUDING FIFTY COMMUNITY RESOURCE DEVELOPMENT (CRD) PROGRAM LEADERS, 145 CRD SPECIALISTS, NINETY-ONE DISTRICT ADMINISTRATORS, AND 500 LOCAL AGENTS. BASED ON RESPONSES RECEIVED ON 627 COMPLETED SURVEY FORMS, THE FINDINGS INCLUDED THE FOLLOWING: (1) THE MAJORITY OF EXTENSION PERSONNEL RATED TWENTY-FOUR OBJECTIVES OF STATES IN DOING COMMUNITY DEVELOPMENT WORK AS BEING IMPORTANT OR VERY IMPORTANT, (2) THE POLICY CLIMATE DELINEATED BY STATE DIRECTORS IS FAVORABLE FOR COMMUNITY DEVELOPMENT WORK BY EXTENSION PERSONNEL, (3) EXTENSION PERSONNEL PERCEIVE COMMUNITY ORGANIZATION AND LEADERSHIP DEVELOPMENT AS AN INTEGRAL PART OF THE EXTENSION CRD PROGRAMS, (4) EXTENSION PERSONNEL PERCEIVE THE FACILITATING AND SUPPORTING OF EXISTING ORGANIZATIONS AND LEADERSHIP TO BE THE MOST EFFECTIVE APPROACH FOR COMMUNITY DEVELOPMENT WORK, AND (5) UNDER PRESENT CONDITIONS, THE AMOUNT OF MANPOWER DEVOTED TO COMMUNITY ORGANIZATION AND LEADERSHIP DEVELOPMENT SHOULD BE INCREASED. (SEVEN RECOMMENDATIONS CONCLUDE THIS REPORT.).

28 - EVALUATIONS; 72 - RESEARCH

AN ED149799.
AU YARRINGTON, ROGER, ED.
TI FORUMS FOR CITIZEN EDUCATION. REPORT OF THE 1977 ASSEMBLY OF THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES.
SO 78.
AB THE 1977 ASSEMBLY FOCUSED ON COMMUNITY FORUMS, PLANNED EVENTS PROVIDING AN OPPORTUNITY FOR BROAD PARTICIPATION AND INFORMED DISCUSSION OF CURRENT ISSUES OF CONCERN TO LOCAL CITIZENS. THE BACKGROUND PAPERS AND RECOMMENDATIONS OF THE ASSEMBLY ARE INCLUDED IN THIS REPORT. "WHY THE COMMUNITY COLLEGE SHOULD BE THE INSTITUTIONAL BASE," BY EDMUND J. GLEAZER, JR. AND ROGER YARRINGTON, DISCUSSES COMMUNITY FORUMS AND THE COMMUNITY COLLEGE'S ROLE IN SPONSORING THEM. "THE STATE OF THE ART," BY E. JOHN SCHONLEBER, EXAMINES THE NATURE OF THE FORUM AND IMPLICATIONS REGARDING COMMUNITY COLLEGE SPONSORSHIP. "TO REACH THE UNREACHED," BY A. HUGH ADAMS AND DAVID A. GOTH, DISCUSSES COMMUNITY SERVICES AND THE COMMUNITY COLLEGE IN TERMS OF CLIENTELE, NEEDS ASSESSMENT, AND COMMUNITY FORUM PLANNING AND IMPLEMENTATION. "INVOLVING THE MASS MEDIA," BY GEORGE A. COLBURN AND DARRELL ICENOGLE, EXAMINES HOW THE MEDIA CAN ENHANCE THE EFFECTIVENESS OF THE COMMUNITY FORUM. "FROM FORUM TO ACTION," BY RALPH DOTY, GIVES SUGGESTIONS ON HOW COMMUNITY FORUM PARTICIPANTS CAN ACT UPON THE INFORMATION THEY HAVE RECEIVED THROUGH THE FORUM. RECOMMENDATIONS FOR FACILITATING COMMUNITY FORUMS ARE DIRECTED AT COMMUNITY COLLEGES, THE AACJC, THE FEDERAL GOVERNMENT, AND OTHER AGENCIES.

00 - GENERAL

AN ED149721.
AU ALLEN, LAYMAN E.
TI COMMUNITY THINKERS' TOURNAMENTS FOR COORDINATING OTHER COMMUNITY RESOURCES TO COMPLEMENT THE EDUCATIONAL FUNCTION OF SCHOOLS.
SO JUN 77.
AB A COMMUNITY THINKERS' TOURNAMENT USES EXISTING COMMUNICATIONS AND INSTRUCTIONAL GAMING TECHNOLOGY TO MAKE AVAILABLE TO PARTICIPATING COMMUNITY MEMBERS A LEARNING NETWORK FOR ENHANCING FUNDAMENTAL REASONING SKILLS. EXPERIENCE WITH THIS PROGRAM, AS IT HAS OPERATED IN ANN ARBOR, MICHIGAN AND THE WATTS AREA OF LOS ANGELES OVER A TWO-YEAR PERIOD, SHOWS THE POTENTIALITIES OF LEARNING NETWORKS FOR COMPLEMENTING THE EDUCATIONAL ACTIVITIES OF SCHOOLS. PARTICIPANTS CALL EACH OTHER ON THE TELEPHONE AND PLAY ANY OF THE CURRENT GAMES. THEY CAN ALSO FORM INTO TEAMS WITH THE WINNING TEAM HONORED ON A WEEKLY BASIS. IT IS EXPECTED THAT IT WILL SHORTLY BE POSSIBLE TO INTRODUCE THE COMPUTER INTO THESE LEARNING NETWORKS AND FURTHER INCREASE THEIR EDUCATIONAL POTENTIAL.

12 - AGENCIES; 88 - TRENDS

AN ED149054.
AU BHOLA, H. S.
TI LEARNING RESOURCES FOR COMMUNITY EDUCATION: DESIGN NOTES ON DELIVERY SYSTEMS.
SO NOV 77.
AB A COMPREHENSIVE AND ADAPTABLE SYSTEM OF ORGANIZATIONAL ARRANGEMENTS IS PROPOSED IN THIS DOCUMENT THAT WILL ENABLE EDUCATIONAL PLANNERS IN LATIN AMERICAN COUNTRIES TO DEVELOP AND DELIVER LEARNING RESOURCES FOR COMMUNITY EDUCATION AND COMMUNITY ACTION PROGRAMS. A THREE-TIER SYSTEM OF LEARNING RESOURCES CENTERS FOR COMMUNITY EDUCATION IS DESCRIBED. DISCUSSION OF THE FIRST TIER, COMMUNITY LEVEL LEARNING RESOURCES CENTERS (CLRCS), INCLUDES LEARNING RESOURCES FOR A LEARNING SOCIETY, PROFITABLE INVESTMENT AND DISTRIBUTIVE JUSTICE, COMMUNITY EDUCATION IN SMALL COMMUNITIES (2,500 OR LESS), AND DISTRICT LEARNING RESOURCES CENTERS (DLRCS) AS A BACKUP SYSTEM TO CLRCS. DISCUSSION OF THE SECOND TIER, DLRCS, TO SERVE COMMUNITIES WITH A POPULATION OF 2,500 TO 5,000, INCLUDES SCENARIOS OF COMMUNITY EDUCATION IN VENEZUELA AND A COMMUNITY CENTER IN PERU. DISCUSSION OF THE THIRD TIER, A NATIONAL MULTIMEDIA MEGACENTER, INCLUDES INSTITUTIONAL ARRANGEMENTS FOR SUCH A CENTER; POLICIES ON PROCUREMENT OF INSTRUCTIONAL MATERIALS; SPECIAL PROJECTS SUCH AS CULTURAL MISSIONS; AND DESIGNING OBJECTIVES IN CONTEXT FOR EACH CULTURAL AND SOCIOPOLITICAL REALITY.

40 - FUTURES

AN ED148420.
TI THE COMMUNITY COLLEGE AND ITS COMMUNITY SERVICE ROLE. ISSUES IN HIGHER EDUCATION, NUMBER 8.
SO AUG 75.
AB CONTINUING EDUCATION/COMMUNITY SERVICE PROGRAMS ARE INCREASING IN IMPORTANCE AS VEHICLES THROUGH WHICH THE COMMUNITY COLLEGE CAN SERVE THE COMMUNITY. WHILE THE IDEA OF THE COMMUNITY COLLEGE BEING A CENTER FOR COMMUNITY ACTIVITIES AND PROVIDING A WIDE RANGE OF SERVICES TO THE COMMUNITY IS APPEALING, THERE IS CONSIDERABLE DISCUSSION ABOUT THE APPROPRIATE ROLE OF COMMUNITY COLLEGES AS SERVICE AGENCIES. AN ILLUSTRATION IS PROVIDED BY THE MORE THAN 100 COMMUNITY COLLEGES AND TECHNICAL INSTITUTES IN THE SOUTHERN REGIONAL EDUCATION BOARD (SREB) AREA THAT HAVE DEVELOPED PROGRAMS, SERVICES, AND ACTIVITIES FOR OLDER CITIZENS, INCLUDING: TRAINING PROGRAMS IN PARAPROFESSIONAL COUNSELING AT DUNDALK COMMUNITY COLLEGE (MARYLAND) AND TRI-COUNTY TECHNICAL INSTITUTE (SOUTH CAROLINA); A RETIRED SENIOR VOLUNTEER PROGRAM AT SNEAD STATE JUNIOR COLLEGE (ALABAMA); A PRE-RETIREMENT EDUCATION PROGRAM AT DAYTONA BEACH COMMUNITY COLLEGE (FLORIDA); A NUTRITION EDUCATION PROGRAM AT CATONSVILLE COMMUNITY COLLEGE (MARYLAND); AND THE SENIOR AIDES PROGRAM AT COPIAH-LINCOLN JUNIOR COLLEGE (MISSISSIPPI) WHICH PLACES SENIOR CITIZENS IN PUBLIC SERVICE JOBS. CONTINUING EDUCATION PROGRAMS REQUIRING LITTLE OR NO TUITION ARE PROVIDED BY 38 COLLEGES IN THE SREB REGION. WHILE FEW WOULD QUESTION THE WORTH OF SUCH PROGRAMS, THERE NEEDS TO BE CONSENSUS ON WHAT THE COMMUNITY SERVICE ROLE OF THE COMMUNITY COLLEGE IS AND WHAT IT IS NOT.

88 - TRENDS

AN ED148377.
TI PROJECT REACH. FINAL REPORT.
SO 76.
SN FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (DHEW), WASHINGTON, D.C. (B8B08440).
AB THE PURPOSE OF THIS PROJECT WAS TO PLAN AND IMPLEMENT AN EDUCATIONAL DELIVERY SYSTEM CAPABLE OF REACHING AN ENTIRE COMMUNITY AND WILLING TO RESPOND TO ITS SPECIFIC EDUCATIONAL NEEDS. PARTICIPATING INSTITUTIONS INCLUDED THE MEMBERS OF THE CONSORTIUM AND CABLE TELEVISION AND NEWSPAPER RESOURCES. THE GENERAL GOALS OF THE PROJECT WERE (1) TO ATTRACT AND HOLD ADULT LEARNERS IN THE TARGET COMMUNITY; (2) TO IMPROVE THE QUALITY AND DIVERSITY OF EDUCATIONAL PROGRAMS OFFERED TO RESIDENTS OF THE TARGET COMMUNITIES; (3) TO IMPROVE THE AVAILABILITY OF POSTSECONDARY EDUCATION COURSE OFFERINGS AND PROMOTE THE ACTIVE PARTICIPATION OF COMMUNITY RESIDENTS; AND (4) TO REDUCE COSTS OF EDUCATIONAL OFFERINGS AND BECOME FINANCIALLY SELF SUFFICIENT. STAFF INCLUDED COURSE DEVELOPMENT CONSULTANTS, PROJECTION STAFF, AND MARKETING PERSONNEL. ALTHOUGH NOT EVERYTHING PROJECTED WAS ACCOMPLISHED, SOME SUCCESS IN EACH OF THE MAJOR GOALS IS NOTED. THE APPENDIX INCLUDES SECTIONS ON COURSE SELECTION AND DEVELOPMENT, HANDBOOK FOR PROSPECTIVE REACH COURSE MANAGERS, REACH PRODUCTION PROCESS, MARKETING STRATEGY, SURVEYS, COURSE INVENTORY, CABLE TELEVISION, AND AN OUTREACH MODEL.

62 - PROGRAMS

AN ED148193.
TI ILLINOIS CONSORTIUM OF INSTITUTIONS OF HIGHER LEARNING FOR COMMUNITY EDUCATION. INTERIM REPORT.
SO OCT 76.
AB THE FIRST TASK OF THE CONSORTIUM OF INSTITUTIONS OF HIGHER LEARNING FOR COMMUNITY EDUCATION WAS TO IDENTIFY THE PROGRAMS, COURSES, AND PERSONNEL RELATED TO COMMUNITY EDUCATION IN 58 PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES IN ILLINOIS. DATA COLLECTED BY A SURVEY QUESTIONNAIRE FROM 47 OF THOSE INSTITUTIONS ARE PRESENTED IN THIS REPORT. AFTER AN OVERVIEW OF COMMUNITY EDUCATION, THE PAPER GIVES A BRIEF LEGISLATION REPORT FOR COMMUNITY EDUCATION IN ILLINOIS FROM 1972 TO 1976. ALSO INCLUDED IS A 21-PAGE SELECTED BIBLIOGRAPHY IN COMMUNITY EDUCATION FROM CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), EDUCATION INDEX, READERS GUIDE TO PERIODICAL LITERATURE, LIBRARY OF CONGRESS, DISSERTATION ABSTRACTS INTERNATIONAL, AND BALL STATE UNIVERSITY'S INSTITUTE FOR COMMUNITY EDUCATION DEVELOPMENT.

72 - RESEARCH

AN ED147502.
AU DECKER, LARRY E. ED. DECKER, VIRGINIA A. ED.
TI ADMINISTRATORS' AND POLICY MAKERS' VIEWS OF COMMUNITY EDUCATION.
SO MAY 77.
SN MOTT (C.S.) FOUNDATION, FLINT, MICH. (BBB04331).
AB THIS COMPILATION OF ARTICLES PRESENTS THE VIEWS OF POLICY MAKERS AND ADMINISTRATORS ABOUT COMMUNITY EDJCATION. FOLLOWING THE INTRODUCTION BY LARRY DECKER TITLED "COMMUNITY EDUCATION: THE BASIC TENETS," THE ARTICLES ARE CONTAINED IN THREE SECTIONS. SECTION 1 (THE POTENTIAL OF COMMUNITY EDUCATION) CONTAINS ARTICLES TITLED AS FOLLOWS: "TOMORROW'S SCHOOL" BY WILLIAM J. ELLENA AND "CAN COMMUNITY EDUCATION RESTORE THE AMERICAN DREAM" BY ALTON C. CREWS. TITLES OF ARTICLES COMPRISING SECTION 2 (PLANS FOR INTEGRATING COMMUNITY EDUCATION INTO THE EDUCATION SYSTEM) ARE "PUBLIC SCHOOLS AND THE COMMUNITY: STRENGTHENING QUALITY EDUCATION IN THE 1970S" BY JAMES HUNT," "PUBLIC EDUCATION IN DELAWARE: TIME FOR A CHANGE" BY PIERRE DUPONT, "LEARNING FOR EFFECTIVE ADULTHOOD" BY DAVID HORNBECK, AND "WEST VIRGINIA PLAN FOR COMMUNITY EDUCATION'. SECTION 3 (INSIGHTS FROM PRACTICAL EXPERIENCE) ARTICLES ARE TITLED "OUR SCHOOLS AS COMPARED TO THOSE SCHOOLS" BY J. FRANK YEAGER, "EDUCATION AND COMMUNITY" BY THOMAS TRUITT, "TWO APPROACHES TO COMMUNITY EDUCATION" BY MICHAEL WOODAL, "COMMUNITY EDUCATION IN THE SUBURBS: DOES IT SERVE A PURPOSE'? BY WARREN PACE AND OTHERS, "COOPERATION OR CONFLICT" BY JAMES GREINER, AND "COMMUNITY EDUCATION AND THE DEAF COMMUNITY" BY WILLIAM MCCLURE. FINALLY, "CONTRASTING PERCEPTIONS" BY LARRY DECKER CONCLUDES THE DOCUMENT.

00 - GENERAL

AN ED146704.
AU MILLER, BRIAN. MCCLEARY, LLOYD E.
TI COMPETENCIES IN THE ADMINISTRATION OF COMMUNITY EDUCATION PROGRAMS: A PROJECT TO ASSESS NEEDED COMPETENCIES.
SO CCBC NOTEBOOK. V7 N1 PP21-39 OCT 1977. OCT 77.
SN CFK, LTD. DENVER, COLO. (BBB04546).
AB THE PROJECT DESCRIBED IN THIS ARTICLE WAS INTENDED TO ASSESS NEEDED COMPETENCIES IN COMMUNITY EDUCATION ADMINISTRATION BY FULFILLING TWO PRIMARY OBJECTIVES. FIRST, ROLE DESCRIPTIONS WERE TO BE IDENTIFIED IN TERMS OF TASK AREAS, COMPETENCIES, AND COMPETENCY INDICATORS FOR EACH OF FOUR ADMINISTRATIVE ROLES: SUPERINTENDENT, DISTRICT COORDINATOR, PRINCIPAL, AND COMMUNITY EDUCATION DIRECTOR. SECOND, PERCEPTIONS WERE COLLECTED ON HOW COMPETENCIES MIGHT BE ACQUIRED AND WHAT PERFORMANCE LEVELS ARE NEEDED. IN A SERIES OF THREE WORKSHOPS, SUPERINTENDENTS, COORDINATORS, PRINCIPALS, AND DIRECTORS HELPED TO DEVELOP REAL AND IDEAL PROFILES FOR EACH ADMINISTRATIVE ROLE. THE QUADRANT ASSESSMENT MODEL PROVIDED THE BASIC RESEARCH DESIGN. OUTCOMES OF THIS PROJECT EMERGED IN TWO PRIMARY FORMS--PRODUCT OUTCOMES AND PROCESS OUTCOMES. THE RESULTING PRIORITIZING OF COMPETENCIES INDICATED PRESERVICE AND INSERVICE EDUCATION NEEDS FOR ADMINISTRATORS. THE AUTHORS BELIEVE THAT THE MEASUREMENT TOOLS DEVELOPED IN THIS STUDY HAVE POTENTIAL APPLICATION IN PERFORMANCE ASSESSMENT, ROLE DEFINITION, PROGRAM PLANNING AND ASSESSMENT, RESEARCH AND DEVELOPMENT, AND CERTIFICATION ASSESSMENT.

04 - ADMINISTRATION

AN ED146415.
AU WARDEN, JOHN W.
TI CITIZEN PARTICIPATION. WHAT OTHERS SAY.WHAT OTHERS DO.
SO SEP 77.
AB THIS BOOKLET IS ABOUT WHAT PEOPLE SAY AND DO WITH REGARD TO CITIZEN PARTICIPATION. EXPLANATIONS AND KEY RESOURCES ARE PROVIDED FOR ELEVEN TECHNIQUES TO OBTAIN CITIZEN PARTICIPATION: ALINSKY ORGANIZATIONS, CHARRETTES, CITIZEN ADVISORY COMMITTEES, COMMUNITY AUDIO AND VIDEO ACCESS, COMMUNITY DEVELOPMENT CORPORATIONS, COMMUNITY RESOURCE/INFORMATION CENTERS, COMMUNITY SCHOOLS, NEIGHBORHOOD ASSOCIATIONS AND COUNCILS, PARENT INVOLVEMENT COUNCILS, SELF-HELP GROUPS, AND USER CONSULTATION PROCESS. ADDITIONALLY, BRIEF DESCRIPTIONS ARE PROVIDED FOR FOURTEEN OTHER METHODS. THE BOOKLET CONCLUDES WITH THIRTY STATEMENTS OR SHORT PARAGRAPHS FROM RESEARCHERS, THEORISTS, AND PRACTITIONERS ABOUT COMMUNITY INVOLVEMENT AND PARTICIPATION AND A LIST OF TEN CRITICAL QUESTIONS ON CITIZEN PARTICIPATION.

76 - RESOURCES

AN ED146414.
AU DECKER, LARRY E.
TI PEOPLE HELPING PEOPLE. AN OVERVIEW OF COMMUNITY EDUCATION.
SO OCT 76.
AB THIS BOOKLET PROVIDES AN OVERVIEW OF COMMUNITY EDUCATION FOR THOSE READERS INTERESTED IN DEVELOPING A COMMUNITY EDUCATION PROGRAM. THE CONTENT IS CONTAINED IN FIFTEEN BRIEF SECTIONS. THE FIRST SECTION INTRODUCES THE CONCEPT OF COMMUNITY EDUCATION. SECTION 2 PRESENTS A CHART COMPARING THE TRADITIONAL SCHOOL'S USE PATTERN TO THAT OF THE COMMUNITY SCHOOL. SECTIONS 3 AND 4 LIST TWELVE COMMUNITY EDUCATION GOALS AND TEN FACTORS RELATED TO SUCCESSFUL COMMUNITY EDUCATION DEVELOPMENT. THE FIFTH SECTION PRESENTS A DIAGRAM OF A COMMON SEQUENTIAL PROCESS FOR IMPLEMENTING A TOTAL CONCEPT OF COMMUNITY EDUCATION, AND THE SIXTH SECTION DISCUSSES LOCAL, STATE, AND FEDERAL SUPPORT. SECTION 7 EXPLAINS THE IMPORTANCE OF LOCAL LEADERSHIP, AND SECTIONS 8 AND 9 PRESENT A SAMPLE ORGANIZATIONAL CHART FOR A PUBLIC SCHOOL SYSTEM DEVELOPING A COMMUNITY EDUCATION PROGRAM, AND A CHART OF VARIOUS PROGRAMS COMPRISING COMMUNITY EDUCATION, RESPECTIVELY. SECTIONS 10 THROUGH 15 PRESENT THE FOLLOWING INFORMATION: AN OVERVIEW OF THE MAJOR REVENUE SOURCES AND THE RANGE OF AVERAGE PERCENTILES; BUDGET OUTLINES FOR BOTH A FULL-TIME AND PART-TIME PROGRAM DEVELOPMENT EFFORT; POSSIBLE APPROACHES TO PROGRAM EVALUATION; LISTINGS OF COMMITMENTS TO CONSIDER WHEN DETERMINING WHETHER TO START A COMMUNITY EDUCATION PROGRAM; LISTINGS OF EIGHTY CENTERS OF COMMUNITY EDUCATION LOCATED AT INSTITUTIONS FOR HIGHER EDUCATION; AND BRIEF DESCRIPTIONS OF TEN COMMUNITY EDUCATION NATIONAL INFORMATION SOURCES.
00 - GENERAL

AN ED143492.
AU RIPPETOE, JOSEPH K. KILLACKY, CECIL JAMES.
TI THE SOCIOLOGY OF VOLUNTARY ASSOCIATIONS: TOWARD A MODEL FOR RURAL COMMUNITY EDUCATION.
SO 21 APR 76.
SN FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (DHEW), WASHINGTON, D.C. (BBB08440).
AB ATTEMPTING TO APPLY A SOCIOLOGICAL UNDERSTANDING OF VOLUNTARY ASSOCIATIONS TO THE DEVELOPMENT OF A PRACTICAL MODEL FOR RURAL COMMUNITY EDUCATION, THIS PAPER IS BASED ON THE ASSUMPTIONS THAT: THERE ARE A NUMBER OF PRESENT-DAY EDUCATIONAL NEEDS WHICH TRADITIONAL SYSTEMS OF POSTSECONDARY EDUCATION ARE NOT DESIGNED TO MEET; IMPLICATIONS OF THIS SITUATION ARE PRESENTLY MORE SERIOUS IN RURAL THAN URBAN AREAS; AND THIS PROBLEM CAN AND SHOULD BE RESOLVED THROUGH COMMUNITY EDUCATION PROGRAMS WHICH REFLECT CAREFUL SYNTHESIS OF THE EXPERIENCE OF FREE UNIVERSITIES IN COLLEGE COMMUNITIES WITH THE SOCIOLOGICAL LITERATURE ON VOLUNTARY ASSOCIATIONS. REVIEWING THE LITERATURE ON VOLUNTARY ASSOCIATIONS, THIS PAPER CONSIDERS TRADITIONAL MODELS OF RURAL EDUCATION WITHIN THE CONTEXT OF THE LITERATURE; EXAMINES THE DIFFERENCES BETWEEN RURAL AND URBAN VOLUNTARY ASSOCIATIONS; AND PRESENTS MAJOR ELEMENTS OF A RURAL EDUCATIONAL MODEL DERIVED FROM THE LITERATURE AND THE EXPERIENCE OF FREE UNIVERSITIES IN COLLEGE COMMUNITIES. BY WAY OF EXAMPLE, THE UNIVERSITY FOR MAN (UFM), A FREE UNIVERSITY LOCATED IN MANHATTAN, KANSAS, IS DESCRIBED IN TERMS OF ITS DEVELOPMENT (1968-PRESENT) AND ITS IMPACT ON SMALL RURAL COMMUNITIES WHICH MODELED THEMSELVES AFTER UFM IN THE DEVELOPMENT OF COMMUNITY EDUCATION PROGRAMS (EMPHASIS IS ON THE NECESSITY OF ADVISORY BOARDS, A THOROUGH NEEDS ASSESSMENT, AND RURAL CONTROL OVER OUTSIDE FUNDING AND EXPERTISE). EXEMPLARY SURVEY DATA DERIVED FROM AN EXPERIMENTAL RURAL EDUCATIONAL PROGRAM ARE INCLUDED.
72 - RESEARCH

AN ED143355.
AU MACKEY, GREG.
TI COMMUNITY EDUCATION MULTI-MEDIA BIBLIOGRAPHY.
SO JUL 77.
AB THE PURPOSE OF THIS ANNOTATED BIBLIOGRAPHY IN CHART FORM IS TO ACQUAINT COMMUNITY EDUCATORS WITH WHAT MEDIA MATERIALS ARE AVAILABLE WHERE ON THE TOPIC OF COMMUNITY EDUCATION, BASED ON A 1976 SURVEY OF COMMUNITY EDUCATION CENTERS AND STATE DEPARTMENT OFFICES. THE BIBLIOGRAPHY IS DIVIDED INTO THREE COLOR-CODED SECTIONS OF MATERIALS DATED FROM 1965-1976: (1) MATERIALS LISTED BY INSTITUTION WHERE THEY ARE AVAILABLE; (2) LISTINGS BY TYPES OF MATERIALS, INCLUDING CASSETTES, FILMS, FILMSTRIPS, MULTIMEDIA KITS, OVERHEAD TRANSPARENCIES, PRINTED HANDOUTS, REEL TAPES, SIMULATIONS, SLIDES, SLIDE/FILMSTRIP/TAPES, AND VIDEO TAPES; AND (3) ENTRIES BY SUBJECT CLASSIFICATION, ARRANGED ALPHABETICALLY BY AUTHOR WITHIN EACH SUBJECT. INFORMATION ON CATEGORY, TOPIC/TITLE, AUTHOR, TARGET AUDIENCE, RATING SCALE OF EFFECT ON AUDIENCE, DATE DEVELOPED, LENGTH, COLOR/BLACK AND WHITE, AVAILABILITY, AND LOCAL DEVELOPMENT IS GIVEN TO ENABLE PRIOR JUDGEMENT AS TO SUITABILITY, TARGET AUDIENCE, AND APPEAL.

76 - RESOURCES

AN ED144252.
AU PROUT, PETER F.
TI COMMUNITY SCHOOLS IN CANADA.
SO 77.
AB COMMUNITY SCHOOLS IN CANADA IN THE 1970S HAVE BEEN MODELED TO SOME DEGREE ON SIMILAR DEVELOPMENTS IN THE UNITED STATES, BUT THEY HAVE ALSO EVOLVED AS A RESULT OF REGIONAL AND SOCIAL DEMANDS WITHIN CANADA. COMMUNITY SCHOOLS IN CANADA USE ALL THE COMMUNITY RESOURCES POSSIBLE TO PROVIDE COMMUNITY-ORIENTED PROGRAMS, INCLUDING THE K-12 PROGRAM, BASIC EDUCATION, AND HIGH SCHOOL COMPLETION PROGRAMS. THEY INVOLVE ALL CITIZENS IN DEMOCRATICALLY DECIDING ON HOW TO EXTEND SERVICES FOR THE OVERALL BENEFIT OF THE COMMUNITY. COMMUNITY EDUCATION PROGRAMS VARY ACCORDING TO THE NEEDS OF INDIVIDUAL COMMUNITIES; URBAN PROGRAMS ARE QUITE DIFFERENT FROM PROGRAMS SERVING RURAL AREAS, SUCH AS THE NORTHWEST TERRITORIES. THE OBSTACLES THAT SOMETIMES HINDER THE DEVELOPMENT OF COMMUNITY SCHOOLS INCLUDE LACK OF FINANCIAL SUPPORT, LACK OF UNDERSTANDING OF COMMUNITY EDUCATION GOALS, AND LACK OF COMMITMENT TO COMMUNITY EDUCATION BY OTHER COMMUNITY SERVICE ORGANIZATIONS. THIS SUMMARY OF THE STATE OF COMMUNITY EDUCATION IN CANADA IS BASED ON A NATIONAL SURVEY OF COMMUNITY SCHOOL PROGRAMS.

20 - COMPARATIVE

AN ED144202.
AU GONDER, PEGGY ODELL.
TI LINKING SCHOOLS AND THE COMMUNITY. EDUCATION U.S.A. SPECIAL REPORT.
SO 77.
AB THIS BOOKLET DISCUSSES THE IMPORTANCE OF INVOLVING MEMBERS OF THE COMMUNITY IN PUBLIC SCHOOL PROGRAMS AND ACTIVITIES AND PRESENTS BRIEF PROFILES OF CURRENT SCHOOL PROGRAMS AND POLICIES THAT ARE ATTEMPTING TO DO SO. THE AUTHOR EXAMINES IN DETAIL THE KINDS AND EXTENT OF PARENT AND COMMUNITY INTERACTION WITH THE SCHOOLS AND DESCRIBES WHAT DIFFERENT SCHOOLS THROUGHOUT THE COUNTRY ARE DOING TO ENCOURAGE ACTIVE, CONSTRUCTIVE COMMUNITY PARTICIPATION. SEPARATE CHAPTERS OF THE BOOKLET PROVIDE GUIDELINES FOR 1) BREAKING DOWN BARRIERS TO PARENT PARTICIPATION; 2) ORGANIZING A VOLUNTEER PROGRAM; 3) INVOLVING THE COMMUNITY IN PROBLEM SOLVING, LONG-RANGE PLANNING, GOAL SETTING, AND EVALUATION; 4) WORKING WITH ADVISORY COMMITTEES; 5) WORKING WITH SPECIAL INTEREST GROUPS; AND 6) IDENTIFYING CRITICAL COMMUNITY ISSUES, SUCH AS DECENTRALIZATION, SCHOOL CLOSINGS, AND COLLECTIVE BARGAINING.
00 - GENERAL

AN ED143811.
AU KURLAND, NORMAN D.
TI LIFELONG LEARNING IN THE PUBLIC INTEREST.
SO 21 OCT 76.
AB IN THIS PAPER, THE AUTHOR NOTES THAT LIFELONG LEARNING IS AT THE CONFLUENCE OF A NUMBER OF SEPARATE STREAMS FROM THE RECENT PAST, EACH OF WHICH FLOWS INTO THE BROAD CONCEPT OF LIFELONG LEARNING AND BRINGS ITS OWN SET OF CONCERNS THAT HAVE HELPED GENERATE A NEED TO CONSIDER WHERE THE STREAMS ARE GOING. THESE STREAMS, OR EDUCATIONAL AREAS, ARE BRIEFLY DISCUSSED, FOCUSING ON VARIOUS PAST AND PRESENT CHANGES IN EACH AREA: ADULT EDUCATION; POSTSECONDARY EDUCATION; CONTINUING AND EXTENSION EDUCATION; CONTINUING EDUCATION IN THE PROFESSIONS; CAREER EDUCATION, EDUCATION AND WORK, RECURRENT EDUCATION; ADULT VOCATIONAL EDUCATION; COMMUNITY EDUCATION; LIBRARIES AND MUSEUMS; THE MEDIA; RESEARCH; AND FOREIGN DEVELOPMENT. CONCLUDING REMARKS COVER SUGGESTIONS FOR DEALING WITH THE PROBLEM OF FRAGMENTATION IN ADULT EDUCATION AND FOR BUILDING A UNIFIED ADULT EDUCATION FOUNDATION.
60 - LIFELONG LEARNING

AN ED145907.
AU JELLISON, HOLLY.
TI A DYNAMIC INTERFACE; CONFERENCE PROCEEDINGS SPONSORED BY THE CENTER FOR COMMUNITY EDUCATION, AMERICAN ASSOCIATION OF COMMUNITY & JUNIOR COLLEGES.
SO 77.
AB IN AN EFFORT TO REALIZE THE FULL POTENTIAL OF A WORKING RELATIONSHIP AMONG COMMUNITY SCHOOLS AND COMMUNITY COLLEGES IN PROVIDING RESPONSIVE COMMUNITY EDUCATION AND SERVICES, FOUR REGIONAL MEETINGS AND A NATIONAL CONFERENCE WERE HELD IN 1976 BY THE CENTER FOR COMMUNITY EDUCATION. A KANSAS CITY (MISSOURI) MEETING DEFINED AND EXPLORED THREE TOPICS: QUALITY OF LIFE, ECONOMICS/ENVIRONMENT, AND COMMUNITY DEVELOPMENT. JACKSONVILLE (FLORIDA) PARTICIPANTS DISCUSSED COMMUNITY STRATEGIES, INTERAGENCY COOPERATION, AND PROBLEM AREAS OF COMMUNITY LIFE. IN NORWICH (CONNECTICUT) DISCUSSION FOCUSED ON DEFINING COMMUNITY EDUCATION, BARRIERS TO HUMAN SERVICES DELIVERY, SUSTAINING PUBLIC SUPPORT, BUILDING STUDENT CONFIDENCE, AND THE "TECHNIFICATION" OF SOCIETY. AN OREGON CITY (OREGON) MEETING CONCENTRATED ON BARRIERS TO COMMUNITY INVOLVEMENT AND WAYS TO OVERCOME THE BARRIERS. FINALLY, A NATIONAL CONFERENCE OF DELEGATES FROM THE REGIONAL MEETINGS FOCUSED ON CONCLUSIONS AND WROTE RESOLUTIONS FOR ACTION IN THE AREAS OF NEEDS ASSESSMENT, DELIVERY OF SERVICES, POLITICAL AWARENESS, AND FUNDING PATTERNS. THE RESOLUTIONS ARE INCLUDED IN THE DOCUMENT.
00 - GENERAL

AN ED145900.
AU VALDES, PLANO B. JR.
TI A STUDY OF THE SCOPE OF COOPERATION AND COORDINATION BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS IN FLORIDA'S COMMUNITY COLLEGE DISTRICTS.
SO 75.
AB A RANDOM SELECTION OF 37 COMMUNITY COLLEGE ADMINISTRATORS AND 31 COMMUNITY SCHOOL ADMINISTRATORS WERE SURVEYED TO DETERMINE THE SCOPE OF COOPERATION AND COORDINATION BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS IN FLORIDA COMMUNITY COLLEGE DISTRICTS. DEMOGRAPHIC ITEMS REVEALED THAT BOTH GROUPS WERE SIMILAR--75-85% MALE, 86-93% MARRIED, AND BOTH HAD COMPARABLE EDUCATIONAL LEVELS, AGE, YEARS OF PROFESSIONAL EXPERIENCE, AND YEARS IN THEIR PRESENT POSITION. STATISTICALLY SIGNIFICANT DIFFERENCES IN THE ROLE PERCEPTIONS OF THE TWO GROUPS WERE FOUND TO EXIST IN THE AREAS OF PROGRAM ORGANIZATION, ADMINISTRATION, FINANCE, AND INSTRUCTION. BOTH GROUPS AGREED ON THE FOLLOWING: (1) COOPERATION AND COORDINATION BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS IS NEEDED; (2) COOPERATIVE EFFORTS WOULD SAVE TAX DOLLARS; (3) COOPERATIVE PROGRAMS SHOULD BE IDENTIFIED TO SERVE AS CASE STUDIES; (4) GAPS EXIST IN MEETING COMMUNITY EDUCATIONAL NEEDS; (5) COMMUNITY SCHOOLS SHOULD BE AS FLEXIBLE AS POSSIBLE; (6) COMMUNITY COLLEGES SHOULD OFFER A VARIETY OF CREDIT AND NON-CREDIT COURSES; AND (7) THE LEVEL OF COMMUNITY NEEDS IS HIGH ENOUGH THAT LITTLE OR NO DUPLICATION OF EDUCATIONAL SERVICES EXISTS. THE QUESTIONNAIRE, DEMOGRAPHIC STATISTICS, AND RELEVANT FLORIDA DOCUMENTS ARE APPENDED.
72 - RESEARCH

AN ED145529.
AU DEAVER, PHILIP.
TI VIOLENCE AND VANDALISM IN THE SCHOOLS: THE PROBLEM AND HOW TO ADDRESS IT.
SO 76.
AB THIS PAPER WAS PREPARED BY MEMBERS OF THE NATIONAL COMMUNITY EDUCATION ASSOCIATION'S COMMITTEE ON VIOLENCE AND VANDALISM IN THE SCHOOLS AS A REVIEW OF THE LITERALLY HUNDREDS OF POUNDS OF INFORMATION, RESEARCH, AND NEWS GENERATED ON THIS TOPIC. THE PURPOSE OF THIS REVIEW IS TO INDICATE HOW COMMUNITY EDUCATION COORDINATORS AND DIRECTORS CAN CONSTRUCTIVELY APPROACH THESE PROBLEMS. THE AUTHOR OUTLINES THE SCOPE, CAUSES, AND SUGGESTED SOLUTIONS TO THE COMPLEX PROBLEMS OF VANDALISM AND CRIME, DRAWING ON THE REPORT OF THE SENATE JUDICIARY SUBCOMMITTEE TO INVESTIGATE JUVENILE DELINQUENCY AND OTHER SOURCES. HE MENTIONS THE DIFFICULTY IN ASCERTAINING WHETHER THE CAUSES FOR YOUTH CRIME AND VIOLENCE LIE WITHIN THE SCHOOLS OR WITHIN SOCIETY AS A WHOLE. HE ALSO BRIEFLY SUMMARIZES THE SCHOOL SECURITY MEASURES TAKEN BY SOME DISTRICTS, OUTLINES POSSIBLE LONG-RANGE PROCESS MEASURES TO COPE WITH THESE PROBLEMS, AND DELINEATES COMMUNITY EDUCATION'S POTENTIAL AS A MEANS OF SOLVING THESE PROBLEMS. STATISTICS ON SCHOOL VANDALISM AND VIOLENCE ARE INCLUDED.

64 - PROGRAM DEVELOPMENT

AN ED142173.
AU MILLER, ROBERT E.
TI ALBERTA CABLE STUDIES. A CONDENSATION OF A REPORT PREPARED FOR ALBERTA EDUCATION.
SO 76.
AB THIS IS A CONDENSATION OF SEVERAL STUDIES WHICH SOUGHT TO ASCERTAIN HOW COMMUNITIES CAN, DO, OR COULD UTILIZE CABLE TELEVISION (EDUCATIONAL--ETV--AND COMMUNITY) IN ALBERTA. DATA WAS GATHERED ON A WIDE VARIETY OF SOURCES (E. G. CABLE OPERATORS, COMMUNITY GROUPS, EDUCATIONAL GROUPS, GOVERNMENT, GENERAL PUBLIC) FROM QUESTIONNAIRES, PROGRAM EVALUATIONS, AND PUBLISHED REPORTS. RESULTS INDICATE: (1) EDUCATIONAL INSTITUTIONS AND THE COMMUNITY ARE LARGELY UNAWARE OF THE POTENTIAL OF CABLE TELEVISION; (2) MOST PARTICIPANTS IN ETV OR COMMUNITY PROGRAMING WERE POST-SECONDARY SCHOOL EDUCATORS; (3) EDUCATORS SHOWED EQUAL INTEREST IN COMMUNITY CHANNELS, WHILE COMMUNITY GROUPS PREFER THE COMMUNITY CHANNELS; (4) FAVORITE VIEWING HOURS WERE 7:30 TO 9:30 P.M. (5) PROGRAM CATEGORIES OF THE GREATEST INTEREST ARE EDUCATION, PUBLIC AFFAIRS, RECREATION/HEALTH, AND DRAMATIC ARTS; (6) INTEREST IN AND QUALITY OF ETV RATES HIGHER THAN THAT OF COMMERCIAL PROGRAMING, WHILE INTEREST BUT NOT QUALITY OF COMMUNITY CABLE RATES HIGHER THAN THAT OF COMMERCIAL PROGRAMING. RECOMMENDATIONS ARE MADE FOR EACH SOURCE FROM WHICH DATA WERE COLLECTED.

20 - COMPARATIVE

AN ED141936.
AU HUBER, JAKE, ED. DEARMIN, EVALYN, ED.
TI REGIONAL INTERSTATE PLANNING PROJECT PROGRAM... VOL. III. THE ROLE OF STATE DEPARTMENTS OF EDUCATION IN INTERNATIONAL COMMUNITY EDUCATION. SEMINAR REPORT.
SO APR 75.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. (BBB00077).
AB THE REGIONAL INTERSTATE PLANNING PROJECT (RIPP) IS COMPOSED OF REPRESENTATIVES FROM TEN STATE DEPARTMENTS OF EDUCATION WHO MEET PERIODICALLY TO DISCUSS TOPICAL EDUCATIONAL ISSUES OF GENERAL CONCERN. RIPP MEMBER STATES INCLUDE IDAHO, MONTANA, WYOMING, NEVADA, UTAH, COLORADO, ARIZONA, NEW MEXICO, TEXAS, AND OKLAHOMA. THIS PARTICULAR BOOKLET REPORTS ON A RIPP SEMINAR ON THE ROLE OF STATE DEPARTMENTS OF EDUCATION IN INTERNATIONAL COMMUNITY EDUCATION, WHICH WAS HELD APRIL 1-3, 1975 IN EL PASO, TEXAS. THE REPORT CONSISTS MAINLY OF EDITED TRANSCRIPTS OF VARIOUS PRESENTATIONS MADE AT THE SEMINAR. TITLES OF THE PRESENTATIONS INCLUDE: "PRESENT AND FUTURE CHALLENGES IN EDUCATION: THE INTERNATIONAL DIMENSION," "THE ROLE OF STATE DEPARTMENTS IN INTERNATIONAL COMMUNITY EDUCATION," "INTERNATIONAL EDUCATION IN UTAH," "THE INTERNATIONAL DIMENSION IN A UNITARY EDUCATION SYSTEM," "COOPERATION AMONG PROVINCES AND TERRITORIES OF CANADA," "THE ENVIRONMENT OF AN ELECTED STATE SUPERINTENDENT," "INTERNATIONAL EDUCATION IN USOE," "COMMUNITY EDUCATION IN ARIZONA," "THE NEED FOR A COMMUNITY EDUCATION STRATEGY," "IMPLEMENTING UTAH'S POSITION ON COMMUNITY/INTERNATIONAL EDUCATION," "THE GRASS ROOTS LEVEL IN COMMUNITY EDUCATION," "THE TEXAS APPROACH TO COMMUNITY EDUCATION," AND "RESISTANCE TO COMMUNITY EDUCATION IN OKLAHOMA'.
00 - GENERAL

AN ED141591.
AU WALSH, JOHN.
TI CRUCIAL ISSUES PERTAINING TO THE ESTABLISHMENT OF COMMUNITY-EDUCATION WORK COUNCILS.
SO NOV 76.
AB THIS PAPER IS ONE OF A SERIES RELATED TO VARIOUS ASPECTS OF A PILOT PROJECT TO ESTABLISH COMMUNITY-EDUCATION WORK COUNCILS COMPOSED OF EDUCATORS, EMPLOYERS, LOCAL UNION REPRESENTATIVES, AND REPRESENTATIVES OF COMMUNITY ORGANIZATIONS OR OF THE GENERAL PUBLIC. FOLLOWING A HISTORICAL OVERVIEW OF THE RELATIONSHIP BETWEEN INDUSTRY AND EDUCATION AND BETWEEN LABOR AND EDUCATION, THE PAPER IS ORGANIZED INTO THREE SECTIONS. SECTION I DISCUSSES SOME OF THE MAJOR IDEAS AND ASSUMPTIONS UNDERLYING THE PROPOSED ESTABLISHMENT OF COMMUNITY WORK-EDUCATION COUNCILS AND IDENTIFIES SEVEN CRUCIAL ISSUES THAT RELATE TO THE YOUTH UNEMPLOYMENT RATE, ADULT EDUCATION OPPORTUNITIES, COLLABORATION VS. COOPERATION, DEFINITION OF COMMUNITY, COUNCIL FUNDING, COMMUNITY INTEREST, AND RESPONSIBILITY FOR ESTABLISHING COUNCILS. SECTION II CONTAINS A REVIEW OF EXISTING MECHANISMS SIMILAR TO THE PROPOSED COUNCILS. SECTION III PLACES THE SEVEN ISSUES INTO FOUR MAIN CATEGORIES AND DISCUSSES EACH: COMMUNITY INTEREST, THE QUESTION OF ISOLATION, THE QUESTION OF POOR PREPARATION, AND THE FEDERAL ROLE.
64 - PROGRAM DEVELOPMENT

AN ED140927.
AU SANCHEZ, BONNIE, COMP.
TI ABOUT COMMUNITY COLLEGE COMMUNITY EDUCATION AND COMMUNITY SERVICES. A "BRIEF" HIGHLIGHTING IMPORTANT LITERATURE SINCE 1965 ABOUT COMMUNITY EDUCATION AND COMMUNITY SERVICES IN THE COMMUNITY COLLEGE.
SO JUL 77.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB AN INTRODUCTORY OVERVIEW OF COMMUNITY EDUCATION IN THE COMMUNITY COLLEGE PROVIDES A DEFINITION, AND REVIEWS THE PARTICIPANTS, ACTIVITIES, FACILITIES, COOPERATIVE ASPECTS, NEEDS ASSESSMENT AND EVALUATION, FUNDING, AND ORGANIZATION AND ADMINISTRATION OF SUCH PROGRAMS. THE ANNOTATED BIBLIOGRAPHY OF SIGNIFICANT LITERATURE SINCE 1965 WHICH FOLLOWS CONTAINS 40 REFERENCES DRAWN FROM BOTH PUBLISHED AND UNPUBLISHED MATERIALS, INCLUDING THE JOURNAL LITERATURE AND THE ERIC DOCUMENT COLLECTION. THE BIBLIOGRAPHY IS DIVIDED INTO FIVE SECTIONS: COMPREHENSIVE SOURCES, COMMUNITY EDUCATION, COMMUNITY SERVICES, COMMUNITY SERVICE PROGRAMS, AND COMMUNITY SURVEYS.

76 - RESOURCES

AN ED140874.
AU VAN VOORHEES, CURTIS; AND OTHERS.
TI FOUR CASE STUDIES: WORKING PARTNERSHIPS BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS. COMMUNITY COLLEGES, COMMUNITY EDUCATION MONOGRAPH #1.
SO 77.
AB THIS MONOGRAPH EXAMINES THE DEVELOPMENTAL PHASES OF THE RELATIONSHIPS BETWEEN FOUR COMMUNITY COLLEGES AND THEIR RESPECTIVE SCHOOL DISTRICTS. RESULTS OF THE CASE STUDIES SHOWED THAT COLLABORATIVE EFFORTS BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS REQUIRED LEGITIMIZATION THROUGH THE CONSENT AND SUPPORT OF THEIR RESPECTIVE POLICY-MAKERS. CLEAR-CUT ROLE SPECIFICATION DELINEATING BOTH POWER AND BENEFITS FOR EACH PARTY WAS REQUIRED; IN SOME INSTANCES, ROLES WERE SPECIFIED SUCH THAT THE COMMUNITY COLLEGE HELD THE BALANCE OF POWER WHILE IN OTHER INSTANCES POWER WAS SHARED, BUT IN NO INSTANCE DID COMMUNITY SCHOOLS HOLD THE BALANCE OF POWER. MOST EFFORTS OF THE COOPERATIVE VENTURES COALESCED AROUND PROGRAMMING AND ELIMINATION OF PROGRAM DUPLICATION. RESEARCH INTO THE SUBSTANTIVE OUTCOMES OF INTER-INSTITUTIONAL COOPERATION WAS A MISSING INGREDIENT. ALTHOUGH NEEDS ASSESSMENT, GOALS, AND PROGRAMS WERE NUMEROUS, CLAIMED RESULTS WERE COUCHED IN TERMS OF SHEER NUMBERS OR THE EXPRESSED ENTHUSIASMS OF PROGRAM PARTICIPANTS. SUBSTANTIVE OUTCOME DATA IS THE NECESSARY FOUNDATION FOR LEGISLATION AND FINANCING. THE COLLEGE/SCHOOL DISTRICT ALLIANCE HAS POTENTIAL FOR COMMUNITY PROBLEM-SOLVING, BUT WITHOUT PROPER SUPPORT, GOOD RESEARCH, AND ADEQUATE FINANCING, SUCH INTER-INSTITUTIONAL EFFORTS WILL BE UNEVEN AND SPORADIC.

72 - RESEARCH

AN ED140117.
AU ALVIR, HOWARD P.
TI A DEFINITION OF AND EVALUATION DESIGN FOR COMMUNITY EDUCATION PROGRAMS. TECHNICAL ASSISTANCE OUTLINE.
SO 77.
AB THIS RESOURCE GUIDE PROVIDES A DEFINITION OF AND AN EVALUATION DESIGN FOR COMMUNITY EDUCATION PROGRAMS. THE AUTHOR DEFINES A COMMUNITY EDUCATION PROGRAM AS A PLANNED RESPONSE TO ONGOING COMMUNITY NEEDS WHICH IS OPERATIONALIZED THROUGH COORDINATION AND SCHEDULING OF LOCALLY AVAILABLE RESOURCES TO GIVEN TARGET POPULATIONS. THE FOLLOWING EVALUATION TECHNIQUES ARE SUGGESTED AND DEFINED: (1) MODEL IDENTIFICATION, (2) LEGAL ANALYSIS, (3) COLLEAGUE CRITERIA EVALUATION, (4) STATEWIDE OVERVIEW AND (5) TRACKING.

28 - EVALUATION

AN ED139479.
AU COHEN, ARTHUR M.
TI COMMUNITY EDUCATION, SOCIAL EQUALIZATION, AND OTHER WHIMSEYS.
SO 6 MAY 77.
AB THE COMMUNITY COLLEGES FAIL TO RESPOND ADEQUATELY TO CRITICS WHO SAY THAT THEY PERPETUATE SOCIAL INEQUITY AND TO PROPOSALS THAT THEY EXPAND THEIR ROLE IN COMMUNITY EDUCATION. CRITICS WHO CHARGE THAT THE COLLEGES SERVE TO MAINTAIN THE CLASS STRUCTURE IN AMERICA FAIL TO RECOGNIZE THAT PROGRESS TOWARD EQUALITY OF EDUCATIONAL OPPORTUNITY CANNOT LESSEN INEQUALITY OF CONDITION OR OF EFFECT. COMMUNITY COLLEGES CANNOT BREAK DOWN CLASS DISTINCTIONS OR MOVE ENTIRE GROUPS FROM ONE SOCIAL STRATUM TO ANOTHER; BUT, AS THE MAIN POINT OF ENTRY AND REENTRY INTO HIGHER EDUCATION, THEY CAN ASSIST THE UPWARD MOBILITY OF INDIVIDUALS. THE IDEA OF COMMUNITY EDUCATION OR COMMUNITY BUILDING AS THE NEW MANDATE FOR THE COMMUNITY COLLEGE ALSO CONFUSES CONCEPT AND PURPOSE. PROPONENTS, SEEKING COMMUNITY SUPPORT THROUGH COMMUNITY SERVICES, FAIL TO UNDERSTAND THE DIFFERENCE BETWEEN A SEQUENCED, MEASURED CURRICULUM AND THE DIFFUSE, UNSEQUENCED PRESENTATIONS TYPICALLY OFFERED IN COMMUNITY EDUCATION--BETWEEN LEARNING AND THE AWARDING OF CREDITS. THE COLLEGE LEADER SHOULD POINT OUT THE DISTINCTIONS BETWEEN SOCIAL EQUALIZATION AND EQUAL ACCESS, BETWEEN CURRICULUM AND PRESENTATIONS, TO HELP HIS COLLEAGUES AND CONSTITUENTS REALIZE THAT THE COLLEGE THAT TEACHES BEST UPLIFTS ITS COMMUNITY MOST.

36 - FOUNDATIONS

AN ED139447.
AU OWEN, HAROLD J. JR. ED. FLETCHER, SUZANNE, ED.
TI FIVE COMMUNITY-BASED PROGRAMS THAT WORK.
SO MAY 77.
AB THIS DOCUMENT CONTAINS DESCRIPTIVE REPORTS OF THE COOPERATIVE ACTIVITIES OF FIVE INSTITUTIONAL MEMBERS OF COMBASE, A CONSORTIUM OF 14 COMMUNITY COLLEGES FOR THE PROMOTION AND STUDY OF COMMUNITY-BASED POSTSECONDARY EDUCATION. FOLLOWING AN OVERVIEW AND SUMMARY, REPORTS FROM FLORIDA JUNIOR COLLEGE AT JACKSONVILLE AND KELLOGG COMMUNITY COLLEGE (MICHIGAN) DESCRIBE THE WAYS THESE COLLEGES COOPERATE WITH COMMUNITY SCHOOLS IN THE DELIVERY OF COMMUNITY EDUCATION SERVICES, FOCUSING ON THE DIMENSIONS OF ARTICULATION, RESOURCE DEVELOPMENT AND SHARING, AND PROGRAM ADMINISTRATION. VALENCIA COMMUNITY COLLEGE (FLORIDA), SAN DIEGO COMMUNITY COLLEGE DISTRICT (CALIFORNIA), AND A NONCAMPUS COLLEGE, PIONEER COMMUNITY COLLEGE (MISSOURI) REPORT ON THEIR COOPERATIVE ARRANGEMENTS WITH OTHER COMMUNITY-RELATED AGENCIES IN TERMS OF A FOUR-FOLD TYPOLOGY OF RELATIONSHIPS: ADVISORY RELATIONSHIPS, DIRECT ASSISTANCE, JOINT VENTURES, AND MERGER. AMONG THE COOPERATIVE ACTIVITIES DESCRIBED ARE PROGRAMS WITH OTHER POSTSECONDARY INSTITUTIONS, GOVERNMENT AGENCIES, PUBLIC SCHOOLS, NON-PROFIT SERVICE AND PROFESSIONAL ORGANIZATIONS, PUBLIC SERVICE AGENCIES, LIBRARIES, AND BUSINESS AND INDUSTRY.

62 - PROGRAMS

AN ED138832.
TI REPORT OF THE COMMITTEE ON CONTINUING AND COMMUNITY EDUCATION IN BRITISH COLUMBIA.
SO DEC 76.
AB THE WORK OF THE COMMITTEE ON CONTINUING AND COMMUNITY EDUCATION IN BRITISH COLUMBIA (COMPOSED OF ADULT EDUCATORS FROM UNIVERSITIES, VOCATIONAL SCHOOLS, COMMUNITY COLLEGES, SCHOOL DISTRICTS, AND A COMMUNITY EDUCATION CENTER), FORMS THE BASIS OF THIS REPORT. (THE COMMITTEE WAS APPOINTED TO STUDY AND RECOMMEND FUTURE POLICY ON FUNDING, ADMINISTRATION, AND PROGRAMING OF ADULT EDUCATION ACTIVITIES OF ALL PUBLIC EDUCATIONAL INSTITUTIONS.) OVERALL, HIGHER EDUCATIONAL PRIORITY AND INCREASED PROVINCIAL GOVERNMENT FINANCIAL SUPPORT FOR ADULT EDUCATION IS ADVOCATED. THE RECOMMENDATIONS PRESENTED STRESS THE NEED FOR ADOPTION OF THE CONCEPT OF LIFELONG LEARNING, TUITION-FREE EDUCATIONAL OPPORTUNITY FOR EVERY CITIZEN TO A LEVEL OF GRADE 12 OR ITS EQUIVALENT, AND THE GOVERNMENT'S ROLE IN THE DEVELOPMENT OF ADULT EDUCATION. MAJOR CONTENT IS PRESENTED IN SEVEN SECTIONS: (1) THE PRESENT SITUATION, (2) GOALS AND PRINCIPLES, (3) STRUCTURE AND ROLES (COORDINATION OF PROVINCIAL AND DISTRICT LEVELS AND THE ROLES OF INSTITUTIONS), (4) FINANCE, (5) SPECIAL CONCERNS (PROGRAM DEVELOPMENT AND ACCESS, TRAINING IN ADULT EDUCATION, RESEARCH, AND COLLECTIVE AGREEMENTS), (6) ISSUES FOR FURTHER INVESTIGATION, AND (7) SUMMARY OF RECOMMENDATIONS. THE APPENDIXES INCLUDE A GLOSSARY, PROGRAM CATEGORIZATION TABLE, SUGGESTED FUNDING GUIDELINES, A SCHEDULE OF PUBLIC MEETINGS, AND A LIST OF BRIEFS, LETTERS, ETC. SUBMITTED TO THE COMMITTEE.

20 - COMPARATIVE

AN ED138649.
AU USHER, BRIAN R.
TI ETOBICOKE COMMUNITY INVOLVEMENT PROGRAM EVALUATION. EVALUATION OF A SECONDARY SCHOOL PROGRAM INVOLVING STUDENTS IN COMMUNITY AND SOCIAL SERVICE ACTIVITIES.
SO 77.
SN ONTARIO DEPT. OF EDUCATION, TORONTO. (SF068743).
AB THE COMMUNITY INVOLVEMENT PROGRAM (CIP) CARRIED OUT IN A GRADE 12 CLASS IN EACH OF THREE ETOBICOKE SECONDARY SCHOOLS IN THE PROVINCE OF ONTARIO WAS EVALUATED. THE DATA ANALYSES AT THE END OF THE FIRST YEAR OF THE PROGRAM INDICATED THAT THE CIP HAD ACHIEVED ITS MAJOR OBJECTIVES OF: (1) INCREASED KNOWLEDGE OF COMMUNITY AND SOCIAL AGENCIES; (2) INCREASED SOCIAL AND PERSONAL MATURITY; (3) ENHANCED ACADEMIC SELF-CONCEPT AND ORIENTATION TO LEARNING SITUATIONS; AND (4) INCREASED CLARIFICATION OF VOCATIONAL GOALS TOWARDS SOCIAL SERVICE VOCATIONS. INTERVIEW AND QUESTIONNAIRE DATA FROM PARENTS, STUDENTS, AND AGENCY PERSONNEL INDICATED THAT THE PROGRAM WAS WELL RECEIVED AND ITS CONTINUATION WAS SUPPORTED WITH ENTHUSIASM. DATA GATHERED ALSO SUPPORTED THE NEED FOR FURTHER EFFORT, IN THE NEXT YEAR OF THE PROGRAM, IN REFINING BOTH THE IN-SCHOOL AND AGENCY SECTIONS OF THE PROGRAM TO ACHIEVE GREATER COORDINATION BETWEEN SCHOOL AND WORK EXPERIENCE, AND A PROGRAM WITH EVEN GREATER EDUCATIONAL VALUE.

28 - EVALUATION

AN ED138392.
AU CICHY, BOGUSLAW, ED. AND OTHERS.
TI AN OPEN SCHOOL IN THE COUNTRY.
SO 76.
AB DESCRIBING POLAND'S 1978 EDUCATIONAL MODEL BASED ON WHAT IS TERMED THE "OPEN SCHOOL" CONCEPT (A CONCEPT SIMILAR TO WHAT IS KNOWN IN THE U.S. AS COMMUNITY EDUCATION), THIS DOCUMENT PRESENTS: (1) DATA ON THE POLISH PEOPLE'S REPUBLIC; (2) THE CONCEPT OF AN OPEN SCHOOL; (3) THE ROLE OF SCHOOL IN THE TRANSFORMATION OF THE RURAL COMMUNITY AND PRINCIPLES OF THE ORGANIZATION OF SCHOOL IN THE COUNTRY; (4) EDUCATION IN THE DISTRICT COLLECTIVE SCHOOL; AND (5) STATISTICAL DATA (DEMOGRAPHIC). MAJOR COMPONENTS OF POLAND'S OPEN SCHOOL CONCEPT ARE IDENTIFIED AS: A PURPOSEFUL LOCAL EDUCATIONAL ENVIRONMENT INVOLVING THE ENTIRE COMMUNITY; EDUCATION COORDINATED WITH SOCIAL REALITY; PARTICIPATION OF COMMUNITY SPECIALISTS IN THE PLANNING AND IMPLEMENTATION OF CLASSROOM PROCEDURES; THE SCHOOL FUNCTIONING AS A CHANGE AGENT TO IMPROVE THE GENERAL EDUCATIONAL LEVEL OF THE COMMUNITY; MODERNIZATION OF EDUCATION IN THE HOME; THE SCHOOL FUNCTIONING AS THE COORDINATOR OF A NATIONAL, UNIFORM EDUCATIONAL FRONT; EDUCATION PERCEIVED AS A LIFE-LONG ENDEAVOR; AND CONTINUOUS, ONGOING TEACHER TRAINING. THE NEW MODEL OF PEDAGOGICAL CULTURE IS DESCRIBED AS BEING BUILT UPON AN INTERDISCIPLINARY APPROACH THAT INCORPORATES EMOTIONAL DEVELOPMENT AND ACKNOWLEDGES THE IMPORTANCE OF EDUCATION AS "THE UNRESERVED RIGHTS OF CHILDREN TO EDUCATION EQUAL TO THEIR ABILITIES".

20 - COMPARATIVE

AN ED137248.
AU WALKER, JOHN E. ALMON, MARTHA.
TI AN INVESTIGATION OF TEACHER ATTITUDES TOWARDS COMMUNITY EDUCATION CONCEPTS.
SO 77.
AB INFORMATION CONCERNING TEACHERS' ATTITUDES TOWARD COMMUNITY EDUCATION WAS GATHERED FROM A GROUP OF TEACHERS WHO HAD COMPLETED COMMUNITY EDUCATION COURSES AND WAS COMPARED TO INFORMATION GATHERED FROM A GROUP OF TEACHERS WHO HAD NEVER TAKEN SUCH COURSES. THE TWO GROUPS WERE DIVIDED INTO THREE AGE CLASSIFICATIONS, THREE TEACHING EXPERIENCE LEVELS, AND ACCORDING TO WHETHER OR NOT A COMMUNITY EDUCATION PROGRAM EXISTED AT THEIR SCHOOL. A QUESTIONNAIRE OF 26 STATEMENTS SOLICITING A RESPONSE INDICATING LEVEL OF AGREEMENT OR DISAGREEMENT WITH THE STATEMENT WAS ADMINISTERED TO ALL MEMBERS OF BOTH GROUPS. ANALYSIS OF THE DATA REVEALED THAT: (1) TEACHERS WHO HAVE HAD COMMUNITY EDUCATION COURSES SUPPORT THE COMMUNITY EDUCATION CONCEPT MORE FAVORABLY THAN TEACHERS WHO HAVE NOT; (2) AS A GROUP, YOUNGER TEACHERS ARE LESS FAVORABLE THAN TEACHERS OVER 36 YEARS OF AGE; (3) TEACHERS WITH FOUR TO TEN YEARS OF TEACHING EXPERIENCE WERE LESS FAVORABLE THAN THOSE WITH MORE THAN TEN YEARS; AND (4) TEACHERS WHOSE SCHOOLS HAD NO COMMUNITY EDUCATION PROGRAMS WERE LESS FAVORABLE THAN THOSE WHOSE SCHOOLS HAD SUCH PROGRAMS. THE QUESTIONNAIRE USED IN THE INVESTIGATION IS APPENDED.

72 - RESEARCH; 84 - TEACHERS

AN ED136670.
AU GRIMES, GEORGE P. JR.
TI A UNIVERSITY APPROACH TO COORDINATED NEEDS ASSESSMENT AND PROGRAM DEVELOPMENT FOR RELATED CURRICULUM IN THE UPTOWN COMMUNITY OF CHICAGO: PLANNING EDUCATIONAL POLICY.
SO DEC 75.
AB THE STUDY WAS DESIGNED TO COLLECT AND ANALYZE DATA FOR A NEEDS ASSESSMENT OF THE UPTOWN COMMUNITY OF CHICAGO. BASELINE DATA ABOUT THE PEOPLE RESIDING AND/OR LIVING IN UPTOWN, THEIR NEEDS, FEARS, HOPES, AND EXPECTATIONS, AND INFORMATION REGARDING THE CAUSES AND REMEDIES OF UPTOWN PROBLEMS ARE GIVEN. PARTICIPANTS INCLUDED PERSONS FROM VIRTUALLY EVERY ETHNIC GROUP, THOSE ACTIVE IN MORE THAN 40 AGENCIES AND/OR ORGANIZATIONS IN THE COMMUNITY, AND A CROSS-SECTION OF AGE GROUPINGS FROM VARIOUS VOCATIONS AND PROFESSIONS. THE DATA WERE ANALYZED TO IDENTIFY THE NEEDS AND THE EDUCATIONAL PROGRAMS MOST APPROPRIATE FOR FULFILLING THEM. THREE PROCESSES WERE USED TO COLLECT DATA: THE NOMINAL GROUP PROCESS TECHNIQUE, A SURVEY QUESTIONNAIRE, AND PERSONAL INTERVIEWS. RECOMMENDATIONS INCLUDE A MODEL FOR A LIFE-CENTERED EDUCATIONAL CURRICULUM PLAN.

40 - FUTURES; 48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

AN ED136537.
TI WHO SPEAKS FOR CHILDREN? CHILD ADVOCACY IN PHILADELPHIA: A COMMUNITY DEVELOPMENT APPROACH 1971 TO 1976.
SO JUN 76.
SN BUREAU OF EDUCATION FOR THE HANDICAPPED (DHEW/OE), WASHINGTON, D.C. SOCIAL AND REHABILITATION SERVICE (DHEW), WASHINGTON, D.C. (BBB00028; BBB00581).
AB THE HANDBOOK FOCUSES ON THE METHODS AND TECHNIQUES USED IN THE CHILD ADVOCACY PROJECT (PHILADELPHIA), A COMMUNITY DEVELOPMENT PROJECT FOR CHILD ADVOCACY IN FIVE AREAS--EDUCATION, YOUTH ACTIVITIES, HEALTH AND WELFARE, LEGAL RIGHTS, AND HANDICAPPED AND MENTALLY RETARDED CHILDREN. BRIEF SECTIONS COVER THE FOLLOWING AREAS (SAMPLE TOPICS ARE IN PARENTHESES): INTRODUCTION (GOALS OF THE CHILD ADVOCACY PROJECT AND THE COMMUNITY DEVELOPMENT APPROACH); ORGANIZING A COMMUNITY COUNCIL (EXTENSIVE COMMUNITY PREPARATION FOR PARTICIPATION, CONTINUOUS TRAINING FOR COUNCIL MEMBERS, AND COUNCIL MEMBER ACTIVITIES); TRAINING LAY ADVOCATES (GUIDELINES FOR VISITATIONS OF JUVENILE INSTITUTIONS); COMMUNITY EDUCATION (COMMUNITY WORKSHOPS, COMMUNITY HEALTH FAIRS, AND COMMUNITY EDUCATION MATERIALS); LIASON WITH OTHER GROUPS (MEMBERSHIP ON CITY, STATE, AND OTHER BOARDS); EXAMPLES OF INTERVENTION PROCEDURES IN EIGHT CASES; AND CASE STUDIES IN COORDINATED TECHNIQUES OF ADVOCACY. NOTED AMONG THE PROGRAM'S ACCOMPLISHMENTS ARE THE OPERATION OF 48 ALTERNATE LEARNING CENTERS, ESTABLISHMENT OF A PRESCHOOL CENTER FOR THE EARLY DISCOVERY AND TREATMENT OF CHILDREN WITH LEARNING DISABILITIES, AND IDENTIFICATION AND INCLUSION OF HANDICAPPED AND MENTALLY RETARDED CHILDREN IN THE REGULAR EDUCATIONAL SYSTEM.

62 - PROGRAMS

AN ED136346.
TI COMMUNITY EDUCATION.
SO 77.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THIS CHAPTER IN "THE BEST OF THE BEST OF ERIC" CONTAINS 15 ANNOTATIONS OF DOCUMENTS AND JOURNAL ARTICLES ON COMMUNITY EDUCATION, ALL OF WHICH ARE INDEXED ON THE ERIC SYSTEM. MATERIALS ON THE PHILOSOPHY OF COMMUNITY EDUCATION, COMMUNITY SCHOOL DIRECTORS AND COORDINATORS, CURRICULUM, EVALUATION, AND OTHER TOPICS ARE ANNOTATED.

00 - GENERAL

AN ED135080.
TI SCHOOL FACILITIES PLANNING. RESEARCH REPORT NUMBER 1974-2.
SO 74.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB LITERATJRE REVIEWED IN THIS REPORT IS INTENDED TO HELP SCHOOL BOARDS RECONSIDER CONVENTIONAL APPROACHES TO SCHOOL FACILITIES PLANNING. A BLUEPRINT IS PRESENTED FOR GOOD RELATIONSHIPS BETWEEN DECISION-MAKERS AND ARCHITECTS, EXPLAINING A SEQUENCE FOR THE PLANNING AND CONSTRUCTION PROCESS AND THE ROLES EACH PARTY SHOULD FULFILL TO WORK SUCCESSFULLY. INFORMATION IS INCLUDED ABOUT SELECTING AN ARCHITECT AND THE JOB OF SPECIAL CONSULTANTS. TRADITIONAL SITE DEVELOPMENT AND LANDSCAPING ARE DISCUSSED AS WELL AS NEW ALTERNATIVES. FOUND SPACES, JOINT OCCUPANCY, EDUCATIONAL PARKS, RELOCATABLE BUILDINGS, AND SITES THAT ENHANCE ENVIRONMENTAL AWARENESS ARE DEFINED AS POSSIBLE SOLUTIONS TO SPECIFIC SCHOOLING PROBLEMS. THE COMPLEX LEGAL PROBLEMS OF JOINT OCCUPANCY ARE DISCUSSED ALONG WITH EXAMPLES OF EXISTING JOINT OCCUPANCY PROGRAMS. THE FINAL CHAPTER DISCUSSES THE COMMUNITY SCHOOLS IDEA AS IT RELATES TO THE CHANGING ROLES FOR PUBLIC SCHOOLS AND TO EDUCATIONAL PROBLEMS OF LARGE URBAN SYSTEMS AND STEERS THE READER TO EXAMPLES OF, AND POSSIBLE FUNDING SOURCES FOR, COMMUNITY SCHOOL PROGRAMS. THE REPORT CONCLUDES WITH A COMPREHENSIVE BIBLIOGRAPHY.

40 - FUTURES

AN ED135045.
AU OLSEN, EDWARD G. CLARK, PHILLIP A.
TI LIFE-CENTERING EDUCATION.
SO 77.
AB THIS BOOK EXAMINES THE TOPIC OF COMMUNITY EDUCATION AND ITS POTENTIAL APPLICATION TO THE CURRICULA OF AMERICAN SCHOOLS. THE AUTHORS FOCUS ON THE NEED FOR SIGNIFICANT CURRICULUM CHANGE, SUGGESTING THAT THE LIFE PROCESSES AND CONCERNS OF PEOPLE SHOULD BECOME THE COMMON CORE OF SYSTEMATIC EDUCATION. MUCH OF THE BOOK IS DEVOTED TO ESTABLISHING A HISTORICAL AND CONCEPTUAL FRAMEWORK FOR COMMUNITY EDUCATION AND LIFE-CENTERED CURRICULA, ALTHOUGH TWO CHAPTERS DEAL WITH PRAGMATIC WAYS AND MEANS OF FACILITATING THIS TYPE OF MAJOR CURRICULUM CHANGE.

48 - INSTRUCTION; 60 - LIFELONG LEARNING

AN ED134671.
AU MORLEY, ANTHONY J.
TI SOUTHEAST ALTERNATIVES; FINAL REPORT-1971-1976.
SO JUL 76.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THE RESULT OF A FIVE YEAR PROJECT ON ALTERNATIVE SCHOOLS WITHIN THE PUBLIC SCHOOL SYSTEM OF MINNEAPOLIS, MINNESOTA, THIS REPORT PROVIDES A COMPLETE DESCRIPTION OF THE PROJECT FROM THE PRE-PLANNING AND PROPOSAL STAGE THROUGH THE FINAL EVALUATION. THE PROGRAM WAS IMPLEMENTED IN THE SOUTHEAST AREA, A COMMUNITY CONSISTING OF SEVERAL COMMUNITIES WITH DIFFERENT RACIAL AND SOCIO-ECONOMIC CHARACTERISTICS. IT INVOLVED FOUR K-6 ALTERNATIVE SCHOOLS: A CONTEMPORARY SCHOOL, AN OPEN SCHOOL, A CONTINUOUS PROGRESS SCHOOL AND A FREE SCHOOL. IT ALSO HAD ONE HIGH SCHOOL WHICH OFFERED OPTIONS IN SCHOOL PROGRAMS. ALL THE SCHOOLS EMPHASIZED COOPERATION BETWEEN PARENTS, ADMINISTRATORS AND TEACHERS. PARENT PARTICIPATION AND COMMUNITY EDUCATION WERE MAJOR COMPONENTS OF THE PROGRAM. SINCE THE FIVE YEAR FEDERAL PROJECT HAS ENDED, THE LOCAL SCHOOL BOARD HAS VOTED TO CONTINUE ALTERNATIVE EDUCATION FOR ALL STUDENTS IN MINNEAPOLIS SCHOOLS.

62 - PROGRAMS

AN ED134642.
AU HAMILTON, ANITA C.
TI RESEARCH AS A TOOL IN PROBLEM SOLVING AT THE COMMUNITY LEVEL.
SO APR 76.
SN CENTRAL CITY COMMUNITY MENTAL HEALTH CENTER, LOS ANGELES, CALIF. (BBB10156).
AB THIS DOCUMENT PRESENTS A METHOD, DEVELOPED BY THE INSTITUTE FOR CHILD ADVOCACY ICA, (A COMMUNITY BASED PROJECT WHICH SEEKS TO UPGRADE THE QUALITY OF CHILDREN'S SERVICES IN SOUTH CENTRAL LOS ANGELES) OF USING PROBLEM SOLVING WITH COMMUNITY RESIDENTS AND AGENCIES. THIS METHOD OF PROBLEM SOLVING, PREVIOUSLY USED IN A STUDY OF CHILDREN BEING EXCLUDED FROM SCHOOL, DEMONSTRATED THAT NON-PROFESSIONAL WORKERS IN A COMMUNITY AGENCY CAN IDENTIFY A PROBLEM, COLLECT DATA, DECIDE WHICH ARE THE PROPER CHANNELS THROUGH WHICH TO SEEK CHANGE AND CARRY THE PROCESS TO COMPLETION. THE ART OF PROBLEM SOLVING IS DELINEATED IN SPECIFIC STEPS. IN ORDER TO CLARIFY THE PROCEDURE, A STEP BY STEP DESCRIPTION OF THE INSTITUTE FOR CHILD ADVOCACY'S STUDY ON EXCLUDED CHILDREN IS PROVIDED AS AN EXAMPLE.

72 - RESEARCH

AN ED134385.
AU BERTRAM, CHARLES L. AND OTHERS.
TI EVALUATION OF THE FORT GAY-THOMPSON URBAN/RURAL PROJECT.
SO 20 SEP 76.
AB PURPOSE OF THE FORT GAY-THOMPSON URBAN/RURAL PROJECT WAS TO COMBINE THE EFFORTS OF SCHOOL AND COMMUNITY PERSONS SO AS TO PROVIDE A MORE EFFECTIVE EDUCATIONAL PROGRAM FOR THE WEST CENTRAL SECTION OF WAYNE COUNTY, WEST VIRGINIA. TO DATE, THE SCHOOL-COMMUNITY PLANNING PROCESS HAD RESULTED IN NEEDS ASSESSMENT AND CAREER EDUCATION PROGRAMS, CONSIDERABLE STAFF TRAINING, AN FM RADIO STATION, A COMMUNITY NEWSLETTER, A COMMUNITY CENTER, A RECREATION PROGRAM, AND NUMEROUS OTHER ACTIVITIES IMPLEMENTED THROUGH THE 21-MEMBER SCHOOL COMMUNITY COUNCIL (SCC). THE EVALUATION WAS BASED ON DATA COLLECTED THROUGH 143 OBJECTIVE-BASED QUESTIONNAIRES AND 39 PERSONAL INTERVIEWS. RESPONDENTS WERE SELECTED TEACHERS, SCHOOL ADMINISTRATORS, COMMUNITY MEMBERS, MEMBERS OF THE SCC, AND STUDENTS. OUTSTANDING ACHIEVEMENTS WERE IN THE AREAS OF INSERVICE TRAINING, CAREER EDUCATION, AND COMMUNITY EDUCATION. THE FM RADIO STATION, OPERATED MOSTLY BY HIGH SCHOOL STUDENTS, WAS RATED A SUCCESS BY THOSE INTERVIEWED. HOWEVER, THE RESPONDENTS FELT THAT THERE WAS STILL A LACK OF COMMUNITY INVOLVEMENT AND GENERAL COMMUNITY AWARENESS CONCERNING THE EDUCATIONAL PROGRAMS. QUESTIONNAIRES AND AN INTERVIEW SCHEDULE ARE APPENDED.

28 - EVALUATION; 72 - RESEARCH

AN ED133901.
AU MILLER, BRIAN.
TI A PROJECT TO ASSESS NEEDED COMPETENCIES IN COMMUNITY EDUCATION.
SO CCBC NOTEBOOK. V6 N2 PP6-13 FEB 1977. FEB 77.
AB THE INTENT OF THE PROJECT DESCRIBED IN THIS ARTICLE IS TO ASSESS NEEDED COMPETENCIES IN DEVELOPING AND ADMINISTERING COMMUNITY EDUCATION PROGRAMS. THE PRIMARY GOAL OF THE PROJECT IS TO DETERMINE THE SPECIFIC SKILLS AND RELATED COMPETENCIES NEEDED BY ADMINISTRATORS OF COMMUNITY EDUCATION PROGRAMS. SIXTY-EIGHT ARIZONA ADMINISTRATORS, INCLUDING COMMUNITY SCHOOL DIRECTORS, SCHOOL DISTRICT SUPERINTENDENTS, BUILDING PRINCIPALS, AND DISTRICT COMMUNITY EDUCATION COORDINATORS, ARE PARTICIPATING IN THE ASSESSMENT PROJECT, WHICH WILL BE COMPLETED IN THE LATE SPRING, 1977. THE FINAL RESULTS SHOULD INDICATE WHICH SKILLS AND COMPETENCIES ARE GIVEN HIGH OR LOW PRIORITY IN IDEAL TERMS, AS WELL AS WHICH ONES IN PRACTICE ARE CONSIDERED IMPORTANT OR UNIMPORTANT. THE RESULTS SHOULD BE OF USE IN PROGRAM EVALUATION, CERTIFICATION, AND PRESERVICE AND INSERVICE TRAINING. THIS ARTICLE ALSO LISTS THE ELEMENTS AND COMPONENTS OF A FULLY IMPLEMENTED COMMUNITY EDUCATION PROGRAM.

04 - ADMINISTRATION

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AN ED133846.
AU BERRIDGE, ROBERT I. AND OTHERS.
TI TRAINING THE COMMUNITY EDUCATOR: A CASE-STUDY APPROACH.
SO 77.
AB THIS VOLUME CONTAINS A SERIES OF 24 CASE STUDIES DESIGNED TO BE UTILIZED IN THE TRAINING OF COMMUNITY EDUCATORS. THE CASES PRESENTED IN THIS BOOK ARE TAKEN BY THE AUTHORS FROM REAL SITUATIONS IN REAL SCHOOLS. STUDY QUESTIONS INTENDED TO ENCOURAGE TRAINEES TO IMPROVE THEIR DECISION-MAKING SKILLS ARE INCLUDED AT THE END OF EACH CASE HISTORY. TOPICS COVERED IN THIS VOLUME'S EIGHT CHAPTERS ARE COMMUNITY INVOLVEMENT AND AWARENESS, PLANNING A COMMUNITY EDUCATION PROGRAM, SOLVING PERSONNEL PROBLEMS, COORDINATING COMMUNITY EFFORTS, DEVELOPING POLICIES, FINANCING COMMUNITY EDUCATION, EXERCISING LEADERSHIP, AND EVALUATING THE PROGRAM.

04 - ADMINISTRATION

AN ED133845.
AU KERENSKY, VASIL M. MELBY, ERNEST O.
TI EDUCATION II--REVISITED: A SOCIAL IMPERATIVE.
SO 75.
AB THIS VOLUME IS A REVISED EDITION OF ED 069 834. THE AUTHORS HAVE ADDED SEVERAL PAGES OF TEXT, BUT THE STRUCTURE AND CONTENT OF THE BOOK ARE ESSENTIALLY THE SAME AS THE FIRST EDITION. THE AUTHORS ADVOCATE COMMUNITY EDUCATION AS THE MOST PROMISING MEANS OF SOLVING EDUCATIONAL PROBLEMS ASSOCIATED WITH THE BREAKDOWN OF URBAN LIFE, THE DIFFICULTIES OF DISADVANTAGED YOUTH, AND THE INADEQUACIES OF TRADITIONAL SCHOOLHOUSE EDUCATION.

36 - FOUNDATIONS

AN ED133301.
TI COMMUNITY RECREATION AND COMMUNITY RECREATION/EDUCATION: BIBLIOGRAPHIES ON EDUCATIONAL TOPICS NO. 4.
SO JAN 77.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THIS PUBLICATION, THE FOURTH IN THE SERIES OF BIBLIOGRAPHIES ON EDUCATIONAL TOPICS, FOCUSES ON COMMUNITY RECREATION AND COMMUNITY RECREATION/EDUCATION. CITATIONS WERE SELECTED FROM THE TWO FILES CONTAINED IN THE ERIC DATA BASE: RESOURCES IN EDUCATION (RIE) AND CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). EACH TOPIC IS PRESENTED SEPARATELY WITH A DEFINITION FOLLOWED BY A REPRODUCTION OF THE ACTUAL COMPUTER PRINTOUT PAGES. ENTRIES ARE ARRANGED CHRONOLOGICALLY WITH MOST RECENT PUBLICATIONS LISTED FIRST. JOURNAL CITATIONS NOTE THE ACCESSION NUMBER, TITLE, AUTHOR, JOURNAL TITLE, VOLUME AND ISSUE NUMBER, PAGINATION, INDEX TERMS, AND ANNOTATION. DOCUMENT CITATIONS LIST ACCESSION NUMBER, TITLE, AUTHOR, PUBLICATION DATE, INDEX TERMS, AND PAGINATION, AND MAY NOTE ORGANIZATION WHERE DOCUMENT ORIGINATED, SPONSORING AGENCY, CONTRACT OR GRANT NUMBER, ALTERNATE SOURCE FOR OBTAINING THE DOCUMENT, A SHORT DESCRIPTIVE NOTE, PRICE, AND WHETHER THE DOCUMENT IS AVAILABLE IN MICROFICHE AND/OR HARD COPY FROM EDRS. ABSTRACTS OF DOCUMENTS ARE ALSO PRESENTED. A READER RESPONSE PAGE IS INCLUDED AT THE END OF THE BIBLIOGRAPHY TO ENCOURAGE READERS TO SUBMIT DOCUMENTS FOR EVALUATION AND POSSIBLE INCLUSION IN THE ERIC DATA BASE. AN EDRS DOCUMENT ORDER FORM IS ALSO INCLUDED.

76 - RESOURCES

AN ED132991.
AU WEISS, MARVIN W.
TI A CHALLENGE FOR THE FUTURE.
SO 9 DEC 76.
AB FROM NO ACTION TO CO-ACTION THROUGH COOPERATION SHOULD BECOME A MAXIM FOR COMMUNITY EDUCATORS IN COMMUNITY COLLEGES, LOCAL SCHOOL DISTRICTS, UNIVERSITIES, AND ALL AGENCIES CONCERNED WITH ADULT AND/OR COMMUNITY EDUCATION. BARRIERS TO INTERINSTITUTIONAL COOPERATION SHOULD BE ELIMINATED THROUGH DELINEATION OF THE ROLES OF COMMUNITY COLLEGES AND COMMUNITY SCHOOLS RELATIVE TO COMMUNITY EDUCATION, DEVELOPMENT OF A BETTER AWARENESS AMONG EDUCATORS OF THESE INSTITUTIONAL ROLES, AND CESSATION OF "EMPIRE BUILDING". SOME SPECIFIC ACTIVITIES THAT INSTITUTIONS INVOLVED IN COMMUNITY EDUCATION MIGHT ENGAGE IN ARE: (1) COOPERATIVE PROGRAM FUNDING; (2) COOPERATIVE PROGRAM SUPERVISION; (3) COOPERATIVE PROGRAM/ACTIVITY DEVELOPMENT; (4) USE OF VOLUNTEER TEACHERS; (5) COOPERATIVE USE OF RESOURCES; (6) DEVELOPMENT AND CONDUCT OF JOINT COMMUNITY NEEDS SURVEYS; (7) ESTABLISHMENT OF INFORMATION BANKS TO BE SHARED; AND (8) EXPANSION OF EFFORTS IN THE AREA OF COMMUNITY DEVELOPMENT. THE OUTCOMES WHICH CAN BE EXPECTED FROM INTERINSTITUTIONAL COOPERATION INCLUDE BETTER USE OF TAX DOLLARS AND BETTER SERVICE TO THE COMMUNITY.

36 - FOUNDATIONS

AN ED132689.
AU HOOPER, RICHARD.
TI AN EVALUATION OF THE COMMUNITY EDUCATION PROGRAM OF METROPOLITAN PUBLIC SCHOOLS OF NASHVILLE-DAVIDSON COUNTY, 1975-76. REPORT.
SO AUG 76.
AB THE RESULTS OF THE EVALUATION OF THE COMMUNITY EDUCATION PROGRAM OF THE NASHVILLE-DAVIDSON COUNTY (TENNESSEE) METROPOLITAN PUBLIC SCHOOLS ARE CONTAINED IN THIS VOLUME. EVALUATION QUESTIONNAIRES WERE SENT TO PARTICIPANTS IN ALL SEVEN NASHVILLE-DAVIDSON COUNTY COMMUNITY SCHOOLS, AS WELL AS TO SCHOOL ADMINISTRATORS AND TO COMMUNITY ORGANIZATIONS USING COMMUNITY SCHOOL FACILITIES. ALTHOUGH ONLY 32 PERCENT OF THE PARTICIPANTS CONTACTED RESPONDED TO THE QUESTIONNAIRE (MOST OF THESE FROM ONE SCHOOL), THE EVALUATORS CONCLUDE THAT THIS SAMPLE IS REPRESENTATIVE OF ALL COMMUNITY EDUCATION PARTICIPANTS. THE PERCENTAGES OF RESPONSE FROM ADMINISTRATORS AND COMMUNITY AGENCIES WERE HIGHER. GENERALLY, THE RESPONDENTS GAVE THE COMMUNITY EDUCATION PROGRAM HIGH RATINGS. FOUR-FIFTHS OF THE SURVEYED PROGRAM PARTICIPANTS SAID THEY PLANNED TO TAKE PART IN OTHER COMMUNITY EDUCATION ACTIVITIES. A MAJORITY OF THE ADMINISTRATORS BELIEVE THAT THE PROGRAM HAS IMPROVED SCHOOL-COMMUNITY RELATIONS.

28 - EVALUATIONS

AN ED131893.
TI COMMUNITY EDUCATION: FINAL REPORT. A POSITION PAPER PRESENTED TO THE STATE BOARD FOR COMMUNITY COLLEGE EDUCATION.
SO 29 NOV 76.
AB A CONCEPTUAL BASIS WITHIN WHICH ALL SPONSORS OF COMMUNITY AND CONTINUING EDUCATION CAN COOPERATE IS PROPOSED IN THIS PAPER. SUCH COOPERATIVE AGENCIES WOULD INCLUDE COMMUNITY COLLEGES, SCHOOL DISTRICTS, COMMUNITY PARK AND RECREATION DEPARTMENTS, YWCA'S, YMCA'S, PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS, VOCATIONAL-TECHNICAL INSTITUTES, AND ALL OTHER SPONSORS OF COMMUNITY EDUCATION. DEFINITIONS OF SUCH TERMS AS COMMUNITY EDUCATION, CONTINUING EDUCATION, EXTENSION, COMMUNITY SERVICE COURSES, AND COMMUNITY SCHOOLS ARE INCLUDED. THE HISTORICAL PERSPECTIVE AND CONTEMPORARY DEMAND FOR COMMUNITY EDUCATION ARE DISCUSSED. THE ROLES OF THE VARIOUS SPONSORS OF COMMUNITY EDUCATION ARE OUTLINED WITH GAPS AND OVERLAPS IN SERVICE DELIVERY IDENTIFIED. FUNDING PRACTICES ARE ALSO REVIEWED. THE FINAL SECTION OF THIS DOCUMENT INCLUDES NUMEROUS RECOMMENDATIONS AS TO THE ROLE OF THE COMMUNITY COLLEGE IN THE DELIVERY OF COMMUNITY EDUCATION PROGRAMS. THE NEED FOR COOPERATIVE EFFORT WITH OTHER COMMUNITY EDUCATION RELATED AGENCIES IS PARTICULARLY STRESSED.

12 - AGENCIES; 64 - PROGRAM DEVELOPMENT

AN ED131268.
TI HELPING TO DEVELOP A PROVINCIAL CONTINUING & COMMUNITY EDUCATION POLICY. A PAPER INVITING PUBLIC RESPONSE.
SO SEP 76.
AB PREPARED BY A GROUP OF BRITISH COLUMBIA ADULT EDUCATORS INVOLVED IN THE ADMINISTRATION AND DELIVERY OF PROGRAMS, THIS PAPER IS INTENDED TO STIMULATE THINKING CONCERNING ADULT EDUCATION POLICY BY SOLICITING REPRESENTATIVE INPUT FROM INDIVIDUALS AND COMMUNITY GROUPS. AFTER A BRIEF INTRODUCTION, THE ROLE OF EACH PUBLIC EDUCATIONAL INSTITUTION, IN RELATION TO CURRENT ADULT EDUCATION, IS DESCRIBED. THESE INSTITUTIONS INCLUDE SCHOOL BOARDS, COMMUNITY COLLEGES, VOCATIONAL SCHOOLS, BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY, AND PUBLIC UNIVERSITIES. CURRENT CONCERNS RELATED TO ADULT EDUCATION PRACTICES ARE ALSO DESCRIBED AND INCLUDE LOW PRIORITY, INADEQUATE FUNDING, LIMITED CO-ORDINATION, LACK OF ASSESSMENT, UNEQUAL ACCESS, INADEQUATE PROGRAM DEVELOPMENT, AND INADEQUATE COUNSELING. THE PAPER CONCLUDES WITH SIX BASIC ISSUES WHICH MAY BE OF SPECIAL INTEREST TO EDUCATORS AND CITIZENS IN GENERAL.

20 - COMPARATIVE

AN ED131266.
AU WIRTZ, WILLARD.
TI COMMUNITY EDUCATION WORK COUNCILS. OCCASIONAL PAPER NO. 17.
SO 76.
AB THE PRESIDENT OF THE NATIONAL MANPOWER INSTITUTE DISCUSSES THE POSSIBILITY OF ESTABLISHING A NEW SET OF INSTITUTIONS--FOR THE DEVELOPMENT AND IMPLEMENTATION OF EDUCATION-WORK AND VOCATIONAL EDUCATION POLICY--NOT IN THE "WORLD OF EDUCATION" BUT IN BROADER COMMUNITY. HE SUGGESTS THAT THERE BE COMMUNITY EDUCATION WORK COUNCILS, DESIGNED TO SERVE AS GO BETWEENS FOR MATCHING STUDENT NEED WITH THOSE OF EMPLOYERS. THE COUNCIL WOULD BE COMPOSED OF REPRESENTATIVES OF THE SCHOOLS, EMPLOYERS, LABOR UNIONS, SERVICE ORGANIZATIONS, THE MEDIA, AND THE PUBLIC AT LARGE (INCLUDING ITS YOUNGER CONTINGENT). ALTHOUGH THE AUTHOR VIEWS SUCH A CHANGE AS HAVING DIFFICULTIES, HE SUGGESTS THAT SOMETHING OF THIS NATURE IS COMMENDED BY THREE INCREASING IMPERATIVES: (1) TO MEET WHAT WILL BE A CONSTANTLY WORSENING YOUTH UNEMPLOYMENT PROBLEM UNLESS WE CAN DEVELOP AN "ECONOMICS AS IF PEOPLE MATTERED;" (2) TO CHANNEL CONSTRUCTIVELY THE EMERGENT FORCE OF INCREASED CITIZEN INVOLVEMENT IN COMMUNITY AFFAIRS; AND (3) TO EXPLOIT THE POSSIBILITIES THAT LIE IN MAKING THE HUMAN EXPERIENCE A CONTINUING OPPORTUNITY FOR BOTH LEARNING AND WORKING. ACCORDING TO THE AUTHOR, A LARGER PLURALISM IN THE STRUCTURE OF EDUCATION-WORK OR VOCATIONAL EDUCATION POLICY SEEMS TO BE THE KEY TO DEVELOPING AND USING THE LIMITLESS HUMAN RESOURCE WHICH ALONE AFFORDS THE PROSPECT OF ECONOMIC AND SOCIETAL GROWTH UPON WHICH THE FUTURE DEPENDS. AUDIENCE QUESTIONS AND THE AUTHOR'S ANSWERS TO THEM FOLLOW THE LECTURE SCRIPT.

64 - PROGRAM DEVELOPMENT

AN ED131239.
TI ANNUAL PROGRAM AMENDMENT TO THE TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND COMMUNITY EDUCATION PROGRAMS. FISCAL YEAR 1977.
SO 76.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB TITLE I OF THE HIGHER EDUCATION ACT OF 1965 WAS ENACTED BY CONGRESS TO PROVIDE FEDERAL FUNDS TO STRENGTHEN THE COMMUNITY SERVICE CAPABILITY OF COLLEGES AND UNIVERSITIES TO ASSIST THE PEOPLE IN THE SOLUTION OF COMMUNITY PROBLEMS, WITH PARTICULAR EMPHASIS ON URBAN AND SUBURBAN PROBLEMS. TENNESSEE'S MAJOR PROGRAM EMPHASES UNDER TITLE I SINCE 1972 HAVE BEEN (1) THE TENNESSEE STATEWIDE CONSUMER EDUCATION PROGRAM, A CONSORTIUM OF 9-15 INSTITUTIONS WITH ONE INSTITUTION SERVING AS STATEWIDE COORDINATOR WITH THE RESPONSIBILITY FOR DEVELOPING MATERIALS AND PROVIDING PROGRAM ASSISTANCE TO THE INDIVIDUAL PROJECT SEGMENTS AND (2) THE COMMUNITY GROWTH POLICY AND LEADERSHIP DEVELOPMENT PROGRAM DESIGNED TO FOSTER LEADERSHIP DEVELOPMENT OF EXISTING AND POTENTIAL COMMUNITY LEADERS AND TO BROADEN CITIZEN AND COMMUNITY PARTICIPATION IN THE DECISIONMAKING PROCESS. THE PROGRAM PRIORITIES ESTABLISHED FOR FISCAL YEAR 1977 ARE (1) ENERGY EDUCATION (50% OF FUNDING) AND (2) COMMUNITY PLANNING, GROWTH, AND LEADERSHIP (50% OF FUNDING), THE LATTER INCLUDING GOVERNMENT ORGANIZATION SERVICES, COMMUNITY ORGANIZATION SERVICES, AND EMPLOYMENT AND CAREER DEVELOPMENT. RATIONALE AND LONG RANGE GOALS FOR THE STATEWIDE APPROACH AND SPECIFIC OBJECTIVES FOR EACH PROJECT CATEGORY ARE OUTLINED. TYPES OF ACTIVITIES TO BE SUPPORTED AND METHODS OF COORDINATION WITH OTHER PROGRAMS ARE DESCRIBED. STATEWIDE PROGRAM AND ADMINISTRATIVE BUDGET TOTALS ARE GIVEN WITH BREAKDOWN BY FEDERAL FUNDS REQUESTED AND MATCHING FUNDS EXPECTED FROM OTHER SOURCES.

56 - LEGISLATION; 62 - PROGRAMS

AN ED131215.
TI STUDY OF COMMUNITY EDUCATION IN REGION V. REPORT I: COMPONENTS OF EXEMPLARY COMMUNITY EDUCATION PROGRAMS IN MICHIGAN.
SO JAN 76.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB A 55-ITEM QUESTIONNAIRE WAS DISTRIBUTED TO ALL OF THE COMMUNITY SCHOOL PROGRAMS IN MICHIGAN WHICH WERE PARTIALLY REIMBURSED BY THE STATE IN 1975-76. NINETY-EIGHT PERCENT OF THE QUESTIONNAIRES WERE RETURNED. THIRTEEN COMPONENTS EXISTED IN OVER 90% OF THE PROGRAMS AND ARE CONSIDERED TO BE NECESSARY FOR A VIABLE COMMUNITY SCHOOL PROGRAM. THE RESULTS OF THE STUDY INDICATE THAT THE NECESSARY COMPONENTS FOR ALL COMMUNITY PROGRAMS ARE (1) THE BOARD SUPPORTS COMMUNITY EDUCATION BY OPENING THE SCHOOL BUILDING, (2) THE PROGRAM ATTRACTS MOST SEGMENTS OF THE COMMUNITY, (3) PROGRAM ACTIVITIES ARE STARTED AS SOON AS POSSIBLE AFTER NEEDS HAVE BEEN IDENTIFIED, (4) AN ADVISORY COMMITTEE IS FORMED WHICH HELPS TO DETERMINE NEEDS, ESTABLISH GOALS, AND IDENTIFY COMMUNITY RESOURCE, (5) THE DIRECTOR REGULARLY ATTENDS INSERVICE, (6) THE PROGRAM ESTABLISHES COOPERATIVE EFFORTS WITH GOVERNMENTAL AGENCIES, VOLUNTEER AND CIVIC SERVICE ORGANIZATIONS, AND OTHER EDUCATIONAL INSTITUTIONS, (7) THE PROGRAM HAS ACTIVITIES IN THE SUMMER, AND (8) EVALUATION OF THE PROGRAM IS BASED TO SOME EXTENT ON THE DATA COLLECTED ON PARTICIPANTS. IN ADDITION, COMPONENTS WHICH DIFFERENTIATE SUCCESSFUL FROM UNSUCCESSFUL PROGRAMS WERE IDENTIFIED FOR PROGRAMS LOCATED IN RURAL AREAS, IN URBAN AREAS, IN EXISTENCE FOR THREE TO SIX YEARS, AND IN EXISTANCE FOR OVER SIX YEARS. THESE COMPONENTS ARE LISTED IN THE REPORT ALONG WITH RECOMMENDATIONS FOR FURTHER RESEARCH IN COMMUNITY EDUCATION, RECOMMENDATIONS FOR COMMUNITY EDUCATION PROGRAMS, AND RECOMMENDATIONS FOR THE STATE DEPARTMENT OF EDUCATION. APPENDED TO THE REPORT ARE (1) PREDICTION MODELS FOR ALL PROGRAMS, FOR THOSE GROUPED URBAN-RURAL, AND FOR THOSE GROUPED ON LENGTH OF PROGRAM AND (2) THE QUESTIONNAIRE USED TO GATHER DATA.

62 - PROGRAMS

AN ED130447.
AU VAN VOORHEES, CURTIS.
TI THE IMPERATIVE OF LEADERSHIP. VOLUME II, NUMBER 5. A REPORT ON COMMUNITY EDUCATION.
SO NOV 76.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. DIV. OF STATE AGENCY COOPERATION. NEW YORK STATE EDUCATION DEPT. ALBANY. (BBB07626; QPX62775).
AB THIS BOOKLET IS ONE OF A SERIES OF REPORTS ADDRESSING THE MOST CRITICAL ISSUES CONFRONTING STATE BOARDS OF EDUCATION THROUGHOUT THE UNITED STATES. EACH REPORT ATTEMPTS TO PRESENT A CONCISE, INFORMATIVE REVIEW AND ANALYSIS OF THE BEST AND MOST CURRENT INFORMATION AVAILABLE ON ONE OF THESE CRITICAL TOPICS. THIS BOOKLET FOCUSES ON COMMUNITY EDUCATION AND THE USE OF SCHOOL FACILITIES TO MEET THE NEEDS OF THE ENTIRE COMMUNITY. SECTION 1 CONTAINS A BRIEF OVERVIEW AND SUMMARY OF THE BOOKLET; SECTION 2 PRESENTS A REVIEW AND ANALYSIS OF THE EDUCATIONAL PHILOSOPHY BEHIND COMMUNITY EDUCATION AND STRATEGIES FOR DEVELOPING COMMUNITY EDUCATION PROGRAMS BY CURTIS VAN VOORHEES; SECTION 3 PRESENTS A NUMBER OF ACTION ALTERNATIVES RECOMMENDED BY THE STAFF OF THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION; AND SECTION 4 CONTAINS FOOTNOTES AND A BRIEF ANNOTATED BIBLIOGRAPHY PREPARED BY THE AUTHOR OF SECTION 2.

00 - GENERAL

AN ED130086.
AU KEDNEY, R. J. ED.
TI THE ADULT ILLITERATE IN THE COMMUNITY.
SO 75.
AB THIS COLLECTION OF PAPERS IS INTENDED TO PROVIDE ADULT EDUCATORS AND ADMINISTRATORS INFORMATION THAT WILL ASSIST IN MAKING DECISIONS ABOUT, INITIATING, FINANCING, AND EVALUATING ADULT LITERACY PROGRAMS IN ENGLAND. PAPERS IN THE FIRST PART OF THE BOOK FOCUS ON DEFINITIONS OF ADULT LITERACY, EXAMINING THE DIMENSIONS OF THE PROBLEM, THE POTENTIAL IMPACT OF A BRITISH BROADCASTING COMPANY TELEVISION SERIES OF MOTIVATIONAL PROGRAMS ON THE SUBJECT, AND THE ROLE OF COLLEGES IN MEETING COMMUNITY NEEDS. IN THE SECOND PART, A DETAILED STUDY IS MADE OF FOUR ON-GOING PROJECTS, ONE BASED ON THE LIVERPOOL LEA, THE SECOND A COLLEGE-BASED SCHEME AT SOUTH TRAFFORD COLLEGE OF FURTHER EDUCATION, THE THIRD A DEPARTMENTAL SCHEME BASED ON THE DEPARTMENT OF ADULT STUDIES AT NEWTON-LE-WILLOWS COLLEGE OF FURTHER EDUCATION, THE FOURTH BASED ON AN ADULT EDUCATION CENTRE IN NORTH TRAFFORD. THE THIRD PART IS CONCERNED WITH THE NEED FOR AN UNDERSTANDING OF THE SOCIOLOGICAL AND PSYCHOLOGICAL BACKGROUND OF STUDENTS AND THEIR IMPLICATIONS FOR DIAGNOSIS, PLACEMENT, AND THE SELECTION OF RESOURCE MATERIALS. IT INCLUDES A PAPER ON THE TRAINING OF TUTORS. IN THE FINAL PART FOCUS IS ON WHAT THOSE INITIATING PROGRAMS CAN GAIN FROM THE EXPERIENCE OF PROJECTS IN OTHER CONTEXTS. TWO OF THESE PAPERS DEAL WITH THE VITAL NECESSITY FOR RESOURCES TO BE COMMITTED TO RESEARCH, AND THE POTENTIAL POWER OF THE PUBLIC LIBRARIES IN CONSOLIDATING THE TEACHING WHICH IS TO BE DONE IN THE NEAR FUTURE.

48 - INSTRUCTION; 82 - STUDENTS

AN ED129373.
AU MORTON, JOHN. WARFEL, GEORGE.
TI NEEDS ASSESSMENT FOR COMMUNITY EDUCATION.
SO 10 OCT 75.
AB THIS DOCUMENT DISCUSSES THE UNIQUE FEATURES AND PHILOSOPHY OF THE COMMUNITY COLLEGE, AND WAYS OF MAXIMIZING COMMUNITY AND COLLEGE INTERPENETRATION. THE CENTRAL SECTION OF THE REPORT DEALS WITH THE ROLE OF NEEDS ASSESSMENT IN COMMUNITY EDUCATION. THE CONCEPT OF NEEDS ASSESSMENT ESPOUSED HEREIN STRESSES CONTINUATION AND COMMUNITY PARTICIPATION AS THE BASIC ORGANIZING PRINCIPLES OF NEEDS ASSESSMENT. ACTIVE INVOLVEMENT OF COLLEGE PERSONNEL AND COMMUNITY RESIDENTS IN THE DESIGN, CONDUCT, AND DECISION-MAKING STAGES OF THE ASSESSMENT IS EXPLAINED AS BEING ESSENTIAL TO THE ASSESSMENT PROCESS. AN ECLECTIC APPROACH TO TECHNIQUES FOR ASSESSING NEEDS IS URGED. AMONG THE DATA THAT SHOULD BE OBTAINED FROM AN ASSESSMENT SHOULD BE: POPULATION DEMOGRAPHICS, EDUCATIONAL ACHIEVEMENTS AND NEEDS INVENTORY, A PICTURE OF INSTITUTIONS AND GROUPS WITH POWER TO AFFECT THE QUANTITY AND QUALITY OF THE INTERACTION BETWEEN THE COLLEGE AND THE COMMUNITY, AND STRATEGIES FOR INCORPORATING THE ABOVE INTO AN ON-GOING PROCESS OF INTERACTION. SPECIFIC TECHNIQUES IN ADDITION TO SURVEY RESEARCH ARE LISTED FOR CONSIDERATION IN THE PERFORMANCE OF A NEEDS ASSESSMENT. COMMON PITFALLS ASSOCIATED WITH NEEDS ASSESSMENTS ARE PRESENTED AS IS A DISCUSSION OF WAYS OF AVOIDING SUCH PITFALLS.

28 - EVALUATION; 40 - FUTURES

AN ED128883.
TI HOW SHALL OUR SCHOOLS BE USED--TWO POINTS OF VIEW. COMMUNITY EDUCATION.
SO 76.
SN MOTT (C.S.) FOUNDATION, FLINT, MICH. OREGON UNIV. EUGENE. (BBB04331; SJJ69750).
AB FROM THE NARROW POINT OF VIEW, THE USE OF SCHOOLS IS LIMITED ALMOST ENTIRELY TO THE ACADEMIC LEARNING OF YOUNG PEOPLE. SCHOOL BUILDINGS ARE USUALLY CLOSED AFTER THE REQUIRED WORK OF YOUNGSTERS AND TEACHERS IS COMPLETED, AND ADULTS WITH EDUCATIONAL NEEDS DO NOT HAVE AN OPPORTUNITY TO TAKE CLASSES OR ENGAGE IN OTHER ACTIVITIES DURING THE EVENING. THIS VIEW ASSUMES THAT THE SCHOOL'S RESPONSIBILITY ENDS WITH THE INTELLECTUAL PREPARATION OF YOUNG PEOPLE; THERE IS LITTLE DIRECT EFFORT TO JOIN FORCES WITH THE HOME OR COMMUNITY. THE "BROAD VIEW" OR "COMMUNITY" SCHOOL INVOLVES PEOPLE OF ALL AGES AND CIRCUMSTANCES AND NORMALLY OPERATES 14 TO 16 HOURS EACH DAY, 6 DAYS EACH WEEK, ALL YEAR LONG. THE COMMUNITY SCHOOL DOES NOT LESSEN THE EMPHASIS ON ACADEMIC LEARNING FOR CHILDREN; IT SIMPLY OPERATES OVER AN EXTENDED PERIOD AND DOES MUCH MORE THAN PROVIDE GOOD ACADEMIC LEARNING. THE COMMUNITY SCHOOL NOT ONLY SENDS ITS STAFF INTO THE HOME AND COMMUNITY, BUT IT INVOLVES ADULTS FROM THE COMMUNITY IN THE LEARNING EXPERIENCES OF SCHOOL CHILDREN, AND IN THE LEADERSHIP OF OPTIONAL ACTIVITIES AT THE SCHOOL. THE READER MUST DECIDE WHETHER THE NARROW, TRADITIONAL SCHOOL OR THE BROAD, COMMUNITY SCHOOL GIVES THE GREATER PROMISE.

36 - FOUNDATIONS

AN ED128436.
TI COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT: A SUMMARY REPORT.
SO APR 76.
SN BUCKS COUNTY PUBLIC SCHOOLS, DOYLESTOWN, PA. RESEARCH AND INFORMATION SERVICES FOR EDUCATION, KING OF PRUSSIA, PA. (BBB01526; SYN08250).
AB THE PROPOSAL TO DO THIS PROJECT WAS THE RESULT OF A TWO-DAY WORKSHOP WHICH WAS ATTENDED BY LEADERS OF THE PENNYSBURY, PENNSYLVANIA SCHOOL DISTRICT AND OF THE COMMUNITY WHO EXPLORED WAYS TO BETTER UTILIZE THE RESOURCES OF SCHOOL AND COMMUNITY, IDENTIFY NEEDS AND EMERGING PROBLEMS, AND FOSTER THE CONCEPT OF HOME, SCHOOL, AND COMMUNITY. PHASE I OF THE STUDY CONSISTED OF AN OPINION INVENTORY TO FIND OUT HOW A RANDOM SAMPLING OF COMMUNITY AND SCHOOL STAFF FELT ABOUT THE IDEAS OF COMMUNITY EDUCATION, THE CONCEPT THAT SCHOOLS AND COMMUNITIES SHARE THE RESPONSIBILITY FOR PROVIDING EDUCATIONAL, RECREATIONAL, CULTURAL AND SOCIAL SERVICES. THE SECOND PHASE OF THE STUDY FOUND OUT WHICH PROGRAMS, ACTIVITIES, AND COURSES MOST INTERESTED A SAMPLING OF THE COMMUNITY; HOW MANY MIGHT PARTICIPATE IN EACH ONE; AND WHAT HUMAN RESOURCES MIGHT BE AVAILABLE TO HELP IMPLEMENT THESE PROGRAMS.

28 - EVALUATION; 40 - FUTURES

AN ED128435.
TI COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT: STATISTICAL INFORMATION.
SO APR 76.
SN BUCKS COUNTY PUBLIC SCHOOLS, DOYLESTOWN, PA. RESEARCH AND INFORMATION SERVICES FOR EDUCATION, KING OF PRUSSIA, PA. (BBB01526; SYN08250).
AB THE STATISTICAL DATA GENERATED BY THE PENNSBURY, PENNSYLVANIA SCHOOL DISTRICT'S ASSESSMENT OF THE NEEDS AND RESOURCES OF THE COMMUNITY ARE PRESENTED HERE. THE STUDY ITSELF CONSISTED OF TWO PHASES: (1) AN OPINION INVENTORY TO FIND OUT HOW A RANDOM SAMPLING OF COMMUNITY AND SCHOOL STAFF FELT ABOUT THE IDEAS OF COMMUNITY EDUCATION, AND (2) QUESTIONNAIRES TO ASCERTAIN WHICH PROGRAMS, ACTIVITIES, AND COURSES MOST INTERESTED A SAMPLING OF THE COMMUNITY; HOW MANY MIGHT PARTICIPATE IN EACH ONE; AND WHAT HUMAN RESOURCES MIGHT BE AVAILABLE TO HELP IMPLEMENT THESE PROGRAMS.

40 - FUTURES; 80 - STATISTICS

AN ED125704.
AU WISEMAN, T. JAN.
TI PLANNING FOR LIFELONG LEARNING; A REPORT ON THE OFFICE OF COMMUNITY EDUCATION AND SERVICES.
SO FEB 75.
AB THE OFFICE OF COMMUNITY EDUCATION AND SERVICES (CES) WAS FORMED IN MARCH, 1974 THROUGH THE MERGER OF THE FORMER OFFICE OF COMMUNITY RELATIONS AND THE EVENING COLLEGE OFFICE AT KISHWAUKEE COLLEGE. THIS REPORT DESCRIBES: (1) THE PHILOSOPHY AND GOALS OF CES, (2) A DETAILED DESCRIPTION OF EXISTING AND PLANNED CES COURSE OFFERINGS AND PUBLIC SERVICE PROGRAMS, (3) CES ENROLLMENT AND FINANCIAL STATISTICS, (4) CES FACULTY RECRUITMENT, TRAINING, SUPERVISION, AND EVALUATION, AND (5) CES PLANS FOR FUTURE RESEARCH. WITHIN THE LAST YEAR, CES ENROLLMENTS HAVE INCREASED BY 531%, LARGELY BECAUSE OF THE OPENING OF FOUR COMMUNITY CENTERS PLUS AN ADDITIONAL OFF-CAMPUS LOCATION. MOST CES COURSES ARE ELIGIBLE FOR FULL STATE APPORTIONMENT. EXCEPTING ADMINISTRATIVE COSTS, THESE STATE FUNDS ALONG WITH STUDENT TUITION AND FEES HAVE ENABLED CES TO REALIZE SUBSTANTIAL PROFITS (97% IN SPRING 1975, 114% IN FALL 1975). THIS COMPARES WITH A 2.1% LOSS IN OTHER AREAS OF THE COLLEGE. EVEN WITH ADMINISTRATIVE COSTS ADDED IN, A $13,000 PROFIT WAS REALIZED OVER THE TWO SEMESTERS. CES EXPENSES ARE LOW DUE TO MINIMAL SUPPLY AND CAPITAL OUTLAY COSTS AND THE PRACTICE OF HIRING ONLY PART-TIME INSTRUCTORS.

40 - FUTURES; 60 - LIFELONG LEARNING

AN ED123808.
AU SCHUMACK, KENNETH A.
TI THE PRINCIPAL AND THE COMMUNITY.
SO 25 APR 76.
AB THE EVOLUTION OF A RUN-DOWN INNER CITY ELEMENTARY SCHOOL INTO A FLOURISHING COMMUNITY SCHOOL IS DOCUMENTED BY ITS PRINCIPAL. BY GOING OUT INTO THE COMMUNITY AND VISITING IN PARENTS' HOMES, THIS PRINCIPAL BUILT A BASE OF SUPPORT FOR INNOVATIONS, SUCH AS INDIVIDUALIZED INSTRUCTION AND TUTORING, AS WELL AS A LUNCH AND BREAKFAST PROGRAM. STUDENT ACADEMIC PERFORMANCE IMPROVED, AND DISCIPLINE PROBLEMS (INCLUDING VANDALISM) DECLINED.

04 - ADMINISTRATION

AN ED123376.
AU COLLETTA, NAT J.
TI PARTICIPATORY RESEARCH OR PARTICIPATION PUT-ON: REFLECTIONS ON THE RESEARCH PHASE OF AN INDONESIAN EXPERIMENT IN NON-FORMAL EDUCATION.
SO APR 76.
AB IN THE FALL OF 1974, I WAS INVITED TO SERVE AS A CONSULTANT TO THE INDONESIAN EFFORT TO DEVELOP A NATIONAL STRATEGY FOR NON-FORMAL EDUCATION. THE BRUNT OF MY EFFORT CONCERNED ACTION RESEARCH FOR DEVELOPING AND TESTING AN EMPIRICAL "COMMUNITY LEARNING SYSTEM" DESIGNED TO LINK LOCAL LEARNING NEEDS WITH THE MANAGEMENT-RESOURCE-LEARNING SYSTEM. FIELD INVESTIGATIONS QUICKLY DETERMINED THAT RESOURCES WERE BEING BROUGHT TO BEAR IN A DIFFUSE, OFTEN REDUNDANT, FASHION AND AT DIFFERENTIAL LEVELS OF EFFICIENCY AND EFFECTIVENESS. AN EMERGENT RESEARCH DESIGN INCORPORATED VILLAGERS IN THE MUNICIPALITY OF UJUNG PANDANG ARTICULATING THEIR OWN LEARNING NEEDS AND IDENTIFYING THE RESOURCES AT THEIR DISPOSAL. CONTACT WITH LOCAL GOVERNMENTAL OFFICIALS DETERMINED THAT VILLAGE ORGANIZATION COULD NOT BE CARRIED OUT WITHOUT THEIR PARTICIPATION, HENCE THEY WERE INCLUDED IN THE RESOURCE IDENTIFICATION STAGE OF THE FIELD EFFORT. THE MEETING FOR IDENTIFYING VILLAGE RESOURCES WAS A STUNNING SUCCESS WITH THE PARTICIPANTS THEMSELVES BEING AMAZED BY THE BREADTH OF THEIR OWN RESOURCES. ALTHOUGH WE WERE GRATIFIED BY THE GROUP'S RESPONSE TO OUR EFFORT, THERE WAS THE LINGERING QUESTION OF HOW MUCH OF THE GROUP'S PARTICIPATION WAS AUTONOMOUSLY GENERATED AND HOW MUCH IT MERELY REFLECTED THEIR SENSITIVITY TO WHAT WE WERE ATTEMPTING TO HAVE THE PARTICIPANTS DO.

20 - COMPARATIVE; 72 - RESEARCH

AN ED122999.
TI OKLAHOMA INDIAN EDUCATION NEEDS ASSESSMENT. VOLUME II: PERCEPTIONS.
SO MAR 76.
AB AS THE SECOND VOLUME IN A FOUR-VOLUME SERIES ON THE OKLAHOMA INDIAN EDUCATION NEEDS ASSESSMENT PROJECT, THIS REPORT PRESENTS THE DEVELOPMENT AND RESULTS OF THE NEEDS ASSESSMENT PHASE. THE NEEDS ASSESSMENT QUESTIONNAIRE IS DESCRIBED AS INVOLVING 18 GOAL STATEMENTS, 43 EDUCATIONAL NEED STATEMENTS, AND AN OPEN-ENDED CATEGORY FOR ADDITIONAL GOALS AND NEEDS. THE SURVEY POPULATION IS IDENTIFIED AS FOLLOWS: BUREAU OF INDIAN AFFAIRS (BIA) ADVISORY SCHOOL BOARDS (N=24); TITLE IV PARENT ADVISORY COMMITTEES (N=85); JOHNSON O'MALLEY COMMUNITY EDUCATION COMMITTEES (N=69); TEACHER AIDES (N=62); TRIBAL LEADERS (N=66); GRASSROOTS AMERICAN INDIANS (N=127); PUBLIC SCHOOL TEACHERS (N=310) AND ADMINISTRATORS (N=127); INDIAN STUDENTS (N=162); BIA ADMINISTRATION AND STAFF (N=56); MAJOR RESULTS OF THE RANKING AND RATING OF EDUCATIONAL GOALS, PROGRAM NEEDS, AND THE ADDITIONAL PERCEIVED GOALS AND NEEDS ARE IDENTIFIED AS FOLLOWS: EIGHT OF THE 10 GROUPS RANKED THE TEACHING OF COGNITIVE SKILLS AS THE MOST IMPORTANT GOAL, BUT THE STUDENT GROUP RANKED AFFECTIVE DEVELOPMENT AS MOST IMPORTANT; SIX OF THE 10 GROUPS RANKED THE NEED FOR TRAINED COUNSELORS AS THE MOST IMPORTANT NEED, BUT PUBLIC ADMINISTRATORS RANKED SKILL TRAINING AND VOCATIONAL EDUCATION AS THE TWO MOST IMPORTANT NEEDS; MORE GUIDANCE AND COUNSELING SERVICES AND/OR SPECIAL PROGRAMS RANKED HIGHEST IN THE OPEN-ENDED CATEGORY.

40 - FUTURES; 80 - STATISTICS

AN ED122897.
AU HOLCOMB, HOPE M. ED.
TI REACHING OUT THROUGH COMMUNITY SERVICE. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 14.
SO NEW DIRECTIONS FOR COMMUNITY COLLEGES. V4 N2 SUMMER 1976. 76.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THE CONCEPT OF COMMUNITY SERVICES HAS BECOME ONE OF THE NEWEST AND MOST EXCITING DIMENSIONS OF THE COMMUNITY COLLEGE. HOWEVER, THE CONCEPT PRESENTS PROBLEMS OF DEFINITION, DELINEATION, FINANCING, MANAGEMENT AND INTERVENTION. THE ARTICLES IN THIS SOURCEBOOK DISCUSS THE DEFINITION AND OBJECTIVES OF COMMUNITY SERVICES; WAYS OF DEVELOPING BETTER FUNDING FOR THE INSTITUTION THROUGH COMMUNITY SERVICES; NEEDS ASSESSMENTS OF CONSUMERS AND INSTITUTIONAL SUPPLIERS; THE PROCEDURES FOR RECRUITMENT OF SPECIAL TARGET GROUPS, COUNSELING AND GUIDANCE, AND STAFF DEVELOPMENT; THE MANAGEMENT OF COMMUNITY SERVICES IN MULTICOLLEGE DISTRICTS; THE ROLE OF COLLEGE AS DELIVERER, CONVENER, PLANNER, COORDINATOR, AND COLLABORATOR; THE ACCOUNTABILITY AND EVALUATION OF COLLEGES INVOLVED IN COMMUNITY PROBLEM-SOLVING; AND THE PROBLEMS FACING COMMUNITY-BASED INSTITUTIONS. PROFILES OF COMMUNITY SERVICE PROGRAMS IN CALIFORNIA AND FLORIDA ARE PRESENTED. A REVIEW OF ADDITIONAL PERTINENT LITERATURE AND A BIBLIOGRAPHY ARE ALSO PROVIDED. CONTRIBUTIONS INCLUDE: WILLIAM A. KEIM, JOHN M. NICKENS, ROGER YARRINGTON, STEVEN R. WISE, BENJAMIN R. WYGAL, C. ROLAND TERRELL, TIMOTHY WELCH, SIDNEY W. BROSSMAN, CORINNE WALKER, JOHNNIE RUTH CLARK, RAY JOHNSON, ROBERT J. LEO, LINDA HOOD TALBOTT, RICHARD L. ALFRED, HOPE M. HOLCOMB, AND ELIZABETH RINNANDER.

00 - GENERAL

AN ED121539.
AU SANDERSON, SOLOMON.
TI A MODEL FOR COMMUNITY EDUCATION: LOCAL CONTROL AT JAMES SMITH RESERVE. MONOGRAPH NO. 7.
SO 13 MAR 75.
AB OUTLINING THE GENERAL HISTORICAL, LEGAL, AND EDUCATIONAL CONTEXT WITHIN WHICH CANADIAN INDIAN EDUCATION DEVELOPED, THIS MONOGRAPH ADDRESSES THE FOLLOWING TOPICS: (1) FEDERAL RESPONSIBILITY FOR INDIAN EDUCATION (THE ROYAL PROCLAMATION OF 1763; THE INDIAN ACT OF 1876; TREATIES, ETC.); (2) PROVINCIAL INVOLVEMENT IN INDIAN EDUCATION (REVISION OF THE INDIAN ACT AND INITIATION OF THE JOINT SCHOOL PROGRAM, A POLICY WHICH ULTIMATELY TRANSFERRED ALL RESPONSIBILITY FOR INDIAN EDUCATION TO THE PROVINCES); (3) A SEARCH FOR EDUCATIONAL LEGITIMACY (IN VIEW OF THE FAILURES OF POLICY MAKERS AND "EXPERTS", LEGITIMATE INDIAN EDUCATION MUST BE RELEVANT TO AND SUPPORTED BY THE INDIAN COMMUNITY); (4) SOME CRITERIA FOR AN ALTERNATIVE (COMMUNITY CONTROL; PARENTAL INVOLVEMENT AND ALLIANCE WITH TEACHERS WHO ARE RESPONSIBLE TO THE COMMUNITY; POSITIVE PSYCHOLOGICAL IMPACT ON CHILDREN VIA ROLE MODELS, CULTURAL RECOGNITION, AND ELIMINATION OF STANDARDIZED TESTS; INSTRUCTIONAL MATERIALS THAT ACCURATELY REFLECT PAST AND PRESENT INDIAN EXPERIENCES); (5) ALTERNATIVE MODEL (THE SCHOOL PERCEIVED AS ONLY PART OF A COMMUNITY, SOCIAL, CULTURAL, RECREATIONAL "LEARNING CENTER", SERVING AS THE FOCAL POINT OF COMMUNITY LIFE AND PROVIDING COMPREHENSIVE COMMUNITY EDUCATION); (6) TEACHERS AND COMMUNITY (A TRIPARTITE TEACHING ROLE INVOLVING INSTRUCTION, CURRICULUM DEVELOPMENT, AND COMMUNITY INVOLVEMENT VIA THE RETRAINING OF "PROFESSIONAL" EDUCATORS).

62 - PROGRAMS

AN ED120617.
AU ALVIR, HOWARD P.
TI OUTLINES USEFUL FOR PROVIDING TECHNICAL ASSISTANCE TO COMMUNITY EDUCATION PROGRAMS.
SO 21 JAN 76.
AB THIS DOCUMENT CONTAINS THREE SETS OF ROUGH NOTES DESIGNED TO HELP COMMUNITY EDUCATION PROGRAMS. THESE IDEAS ARE ROUGH NOTES THAT ARE INTENDED TO SPELL OUT SOME OF THE PROBLEMS AND ISSUES THAT CONFRONT ANY RESEARCHER TACKLING THE NEW PROBLEM OF COMMUNITY EDUCATION PROGRAMS. THESE IDEAS ARE ADDRESSED TO STATE EDUCATIONAL AGENCIES (SEA) INTERESTED IN PROVIDING TECHNICAL ASSISTANCE TO COMMUNITY EDUCATION PROGRAMS. (CEP). THE FIRST SECTION, DEFINITION, IS BASED UPON THE FEDERAL REGISTER AND TRIES TO PROVIDE A POINT-BY-POINT DEFINITION OF CEP. THIS DEFINITION IS BASED UPON THE LETTER AND SPIRIT OF THE RELEVANT LEGISLATION. SECTION 2, NEEDS ANALYSIS, PROVIDES A QUESTIONNAIRE THAT CAN BE USED TO ESTABLISH COMMUNITY NEEDS. IN ADDITION, A CHECKLIST IS PROVIDED THAT HELPS EDUCATORS IDENTIFY POTENTIAL COMMUNITY LEADERS. A FORM IS PROVIDED TO RECORD THE DATA ACQUIRED FROM COMMUNITY LEADERS. SECTION 3, SEA-CRITERIA AND CRITERIA-BASED PROPOSAL SAMPLE, PROVIDES AN EXAMPLE OF EXACTLY WHAT TO DO WHEN EITHER A LOCAL EDUCATIONAL AGENCY (LEA) OR STATE EDUCATIONAL AGENCY (SEA) COMTEMPLATES CONDUCT A COMMUNITY EDUCATION PROGRAM (CEP). THIS PROPOSAL SAMPLE IS BASED UPON THE 210 CRITERIA POINTS USED TO EVALUATE PROPOSALS.

28 - EVALUATION; 72 - RESOURCES

AN ED120165.
AU WILSON, GEORGE T.
TI THE MILWAUKEE LIGHTED SCHOOLHOUSE PROGRAM AND THE FUTURE IN A CONTEXT OF COMMUNITY EDUCATION.
SO 19 MAR 76.
AB IN 1912 THE DIVISION OF MUNICIPAL RECREATION AND ADULT EDUCATION OF THE MILWAUKEE PUBLIC SCHOOLS WAS FORMED. MILWAUKEE THEN BECAME KNOWN AS THE "CITY OF THE LIGHTED SCHOOLHOUSE". THE DIVISION WAS FORMED AS A RESULT OF A LAW PASSED BY THE WISCONSIN LEGISLATURE WHICH PERMITTED SCHOOL BOARDS TO USE SCHOOL FACILITIES FOR EVENING SCHOOLS, VACATION SCHOOLS, READING ROOMS, LIBRARY STATIONS, DEBATING CLUBS, GYMNASIUMS, PUBLIC PLAYGROUNDS, PUBLIC BATHS, AND SIMILAR ACTIVITIES AND ACCOMODATIONS. IN 1912 TWO SOCIAL CENTERS AND EIGHT PLAYGROUNDS MET THE NEEDS OF THE EXTENSION DEPARTMENT'S PROGRAM. TODAY THERE ARE 153 PLAYGROUNDS AND 142 CENTERS, AND THE ACTIVITIES INCLUDE DAY CAMPS, NATURE CENTERS, A FARM, AND CAMPING SESSIONS. THE DIVISIONS GOALS ARE PEOPLE-CENTERED AND HUMANISTIC. PROGRAMS AND ACTIVITIES ARE CONSTANTLY BEING EVALUATED AND CHANGED TO MEET NEW NEEDS. THE WORK OF THE DIVISION BROUGHT THE MILWAUKEE SYSTEM THE NATIONAL SPORTS FOUNDATION 1974 GOLD MEDAL AWARD FOR EXCELLENCE IN PARK AND RECREATION SERVICES IN AMERICAN CITIES OF OVER 250,000 POPULATION. SOME OF THE PROGRAMS TO WHICH THE "LIGHTED SCHOOLHOUSE" IS POINTING IN THE FUTURE ARE THE MOVEMENTS TOWARD COMMUNITY EDUCATION AND LEISURE COUNSELING. AS OUTDOOR EDUCATION, SPECIAL POPULATION, AND OTHER SERVICES HAVE EMERGED IN THE PAST, SO WILL THESE AND OTHERS BE THE SERVICES OF THE FUTURE.

56 - LEGISLATION; 62 - PROGRAMS

AN ED119338.
TI SCHOOL AND COMMUNITY.
SO 75.
AB THIS BOOK HAS ITS ORIGINS IN AN INTERNATIONAL CONFERENCE ORGANIZED BY THE CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION AND HELD IN SLAUGHAM, ENGLAND, IN OCTOBER 1973. THE CONFERENCE BROUGHT TOGETHER AN INTERNATIONAL GROUP OF PRACTITIONERS, ADMINISTRATORS, AND THEORETICIANS. THE FIVE PRESENTATIONS INCLUDED IN THE BOOK DEAL WITH COMMUNITY DEVELOPMENT, THE USE OF COMMUNITY RESOURCES BY THE SCHOOLS, THE IMPLICATIONS OF ALTERNATIVE SCHOOLS, THE RELATIONS BETWEEN THE SCHOOL AND THE PLACE OF WORK, AND THE CONSEQUENCES OF PARTICIPATION.

00 - GENERAL

AN ED118969.
AU GRIFFITH, WILLIAM S.
TI SYNERGY IN URBAN RELATIONSHIPS--PUBLIC SCHOOL ADULT EDUCATION, COMMUNITY COLLEGES, AND COMMUNITY EDUCATION.
SO 8 NOV 75.
AB THE PRESENTATION REVIEWS SELECTED DEVELOPMENTS IN INTER-ORGANIZATIONAL COOPERATION AND COORDINATION AT THE LOCAL, STATE, AND NATIONAL LEVELS IN ORDER TO PROVIDE A BASIS FOR IDENTIFYING MAJOR QUESTIONS AND ISSUES FACED BY THE NATIONAL COUNCIL OF URBAN ADMINISTRATORS OF ADULT EDUCATION (NCUAAE) AS THEY STRIVE FOR SYNERGY IN ADULT EDUCATION. TRENDS AND INNOVATIONS IN ORGANIZATIONAL DEVELOPMENT ARE CAPSULIZED FOR: CALIFORNIA, NEW YORK, CONNECTICUT, ILLINOIS, MICHIGAN, MINNESOTA, IOWA, VIRGINIA, AND MASSACHUSETTS. SPECIAL ATTENTION IS DIRECTED TO TWO DOCTORAL DISSERTATIONS CONCERNING COMMUNITY EDUCATION AT FLINT, MICHIGAN, AND A NATIONWIDE SURVEY OF INTERAGENCY COOPERATION OF AGENCIES IN EACH STATE RESPONSIBLE FOR ADULT AND CONTINUING EDUCATION, VOCATIONAL AND TECHNICAL EDUCATION, AND COMMUNITY JUNIOR COLLEGES. LIKEWISE, EFFORTS OF THE 1975 NATIONAL SEMINAR OF LEADERS IN ADULT CONTINUING AND COMMUNITY EDUCATION (FLINT) ARE VIEWED AS A STRONG POTENTIAL SOURCE OF COORDINATION. NCUAAE MEMBERS ARE PRESENTED WITH 11 PERTINENT ISSUES RELATED TO JOINT NATIONAL CONFERENCES, ADVISEMENT OF STATE LEGISLATURES ON COORDINATION IN ADULT EDUCATION, COORDINATION WITH POSTSECONDARY/SECONDARY LEVEL INSTITUTIONS, COMMUNITY EDUCATION ACT, ADULT EDUCATION PROGRAM FUNDING IN URBAN AREAS, RESEARCH FUNDING, IMPROVED DELIVERY SYSTEMS FOR ADULT EDUCATION, AND ADOPTION OF A POLICY ON SYNERGY IN ADULT EDUCATION.

00 - GENERAL

AN ED118084.
AU DARBY, KEITH.
TI PROGRAMMING AS AN INSTRUMENT FOR COMMUNITY INVOLVEMENT: DESIGNING TOPICAL TELEVISION PROGRAMS FOR RURAL ADULT AUDIENCES. SATELLITE TECHNOLOGY DEMONSTRATION TECHNICAL REPORT NO. 0503.
SO 75.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THE OVERALL OBJECTIVE OF THE SATELLITE TECHNOLOGY DEMONSTRATION (STD) WAS TO TEST THE FEASIBILITY OF DELIVERING TELEVISION PROGRAMING VIA SATELLITE TO ISOLATED, RURAL LOCATIONS. COMMUNITY MEMBERS AT VARIOUS STD SITES WERE SURVEYED TO DETERMINE HOW THEY FELT ABOUT A VARIETY OF TOPICS WHICH WERE PLANNED FOR AN ADULT EVENING SERIES. TOPICS IN EDUCATION, CONSUMER AFFAIRS, HEALTH, AND ENVIRONMENT PROVED TO BE OF INTEREST, AND A SERIES OF 12 PROGRAMS, 40 MINUTES EACH WITH A 19 MINUTE LOCAL QUESTION-AND-ANSWER SEGMENT, WAS DESIGNED AND BROADCAST TO STD RECEIVERS LOCATED IN LOCAL JUNIOR HIGH SCHOOLS. AUDIENCE REACTIONS WERE POSITIVE, BUT IT WAS CONCLUDED THAT MORE INTEREST COULD BE GENERATED IF PROGRAMS WERE OF MORE SPECIFIC LOCAL INTEREST.

16 - COMMUNICATIONS; 64 - PROGRAM DEVELOPMENT

AN ED117446.
AU BEDGGOOD, RICHARD, ED.
TI SURVEYING FOR COMMUNITY EDUCATION. SEMINAR PAPERS, JUNE 28 AND JULY 26, 1975.
SO 75.
AB THE NINE SEMINAR PAPERS PRESENT DISCUSSION AND METHODOLOGY RELATED TO SURVEYING FOR COMMUNITY EDUCATION. THE INTRODUCTORY PAPER, INITIATING COMMUNITY EDUCATION-WHO DOES IT AND HOW, EXAMINES LOCAL, GOVERNMENTAL, NONGOVERNMENTAL, AND INDIVIDUAL ROLES IN SUPPORTING COMMUNITY EDUCATION. METHODOLOGICAL CONSIDERATIONS IN COMMUNITY SURVEYS DISCUSSES COMMUNITY SURVEY DESIGN AND DATA ANALYSIS. ANOTHER PAPER PROVIDES A LISTING OF SELECTED REFERENCES RELATED TO THE STRUCTURE, FORMATION, AND ANALYSIS OF SOCIOLOGICAL SURVEYS. SURVEYING FOR UNIVERSITY COMMUNITY EDUCATION IS A COMPARISON OF TWO CONTINUING EDUCATION SURVEYS CONDUCTED AT AUCKLAND UNIVERSITY IN 1945 AND 1951. THE ASSESSMENT OF COMMUNITY EDUCATION NEEDS: THE MASTERTON STUDY EXAMINES THE EFFECTS OF SOCIAL BACKGROUND FACTORS ON THE DEVELOPMENT OF ADOLESCENTS AS A BASE FOR POSSIBLE COMMUNITY PROGRAMS. SURVEYING THE HIGH SCHOOL COMMUNITY AND THE PRIMARY SCHOOL SURVEY DESCRIBE A QUESTIONNAIRE SURVEY RELATED TO INCREASED USE OF SECONDARY SCHOOL FACILITIES FOR OUT-OF-SCHOOL CLASSES. OTHER PAPERS, WHICH CLARIFY SCHOOL ROLE WITHIN THE TOTAL FRAMEWORK OF COMMUNITY EDUCATION ARE THE INTERMEDIATE SCHOOL MODEL IN COMMUNITY EDUCATION AND SURVEYING A COMMUNITY'S NEEDS FOR EARLY CHILDHOOD EDUCATION SERVICES.

28 - EVALUATION; 72 - RESEARCH

AN ED115747.
AU BEDGGOOD, RICHARD, ED.
TI COMMUNITY EDUCATION FOR ALL.
SO 7 DEC 74.
AB THE DOCUMENT CONTAINS THE TEXTS OF NINE PAPERS PRESENTED AT THE FIRST CONFERENCE OF THE NEW ZEALAND ASSOCIATION FOR COMMUNITY EDUCATION. "COMMUNITY AS A BASIS FOR EDUCATION" FOCUSES ON WAYS OF UTILIZING COMMUNITY RESOURCES FOR EDUCATION AND OFFERING LEARNING PROGRAMS BASED ON THE NEEDS OF COMMUNITY MEMBERS. "COMMUNITY EDUCATION AND THE ROLE OF THE DEPARTMENT OF EDUCATION" DISCUSSES THE FUNCTIONS OF THE DEPARTMENT AS A CENTER FOR ESTABLISHING CONDITIONS FOR EDUCATIONAL CHANGE. AN EDUCATIONAL PROGRAM WHICH FOCUSES ON COMMUNITY NEEDS AND INTEGRATES VOCATIONAL AND LIBERAL EDUCATION IS FORMULATED IN "THE CONTENT OF COMMUNITY EDUCATION". "A COMMUNITY PROGRAMME" DISUCSSES THE PROCESSES INVOLVED IN A PARTICULAR PROGRAM FOR COMMUNITY EDUCATION. GROWTH AND CHANGE OCCURRING IN COMMUNITIES AND THEIR IMPACT ON EDUCATIONAL TRENDS ARE DISCUSSED IN "COMMUNITY DEVELOPMENT AND COMMUNITY EDUCATION". "ADMINISTRATION, FINANCING, AND FACILITIES FOR COMMUNITY EDUCATION" FOCUSES ON MANAGEMENT ASPECTS OF COMMUNITY EDUCATION. AN HISTORICAL REVIEW OF ADULT EDUCATION IN NEW ZEALAND AND RECOMMENDATIONS ARE PRESENTED IN "THE ROLE OF THE VOLUNTARY ASSOCIATION IN COMMUNITY EDUCATION". "COMMUNITY EDUCATION AND HEALTH NEEDS" DISCUSSES THE RELATIONSHIP BETWEEN EDUCATION, ECONOMIC DEVELOPMENT, AND COMMUNITY HEALTH. AN OUTLINE OF A RECREATION PROGRAM IS PRESENTED IN "COMMUNITY RECREATION IN COMMUNITY EDUCATION".

20 - COMPARATIVE

AN ED114949.
AU CORMAN, LINDA, COMP.
TI COMMUNITY EDUCATION IN CANADA. AN ANNOTATED BIBLIOGRAPHY. OISE BIBLIOGRAPHY SERIES NO. 2.
SO 75.
AB THIS BIBLIOGRAPHY OF 219 NUMBERED ENTRIES IS LIMITED TO CANADIAN WORKS. HOWEVER, SECTION 4, "BIBLIOGRAPHIES," WILL PROVIDE LEADS TO USEFUL INFORMATION FROM THE UNITED STATES. SECTION 1, "COMMUNITY SCHOOLS/COMMUNITY EDUCATION," INCLUDES THE MORE COMPREHENSIVE WORKS AND MATERIAL ABOUT PARTICULAR CANADIAN COMMUNITY SCHOOLS, GENERALIZED PROPOSALS FOR PROGRAMS OR CHANGES, ACCOUNTS OF SPECIFIC EFFORTS IN CANADA TO IMPLEMENT PROGRAMS, AND THE UTILIZATION OF EDUCATIONAL FACILITIES. SECTION 2, "COMMUNITY USE OF SCHOOLS," INCLUDES MATERIAL PRIMARILY CONCERNED WITH THE USE OF SCHOOL FACILITIES. SECTION 3, "COMMUNITY CONTROL OF SCHOOLS," CITES THE ARGUMENTS FOR AND AGAINST, DISCUSSIONS OF SUCCESSFUL AND UNSUCCESSFUL COMMUNITY SCHOOL MOVEMENTS, ANALYSES OF POLITICAL FORCES BEARING ON THE TOPIC, AND STRATEGIES FOR CONSOLIDATING COMMUNITY EFFORTS IN THE DIRECTION OF COMMUNITY CONTROL. AN AUTHOR INDEX AND A SCHOOL INDEX CONCLUDE THE BIBLIOGRAPHY.

20 - COMPARATIVE; 76 - RESOURCES

AN ED112481.
AU WILLIAMS, CATHARINE M.
TI THE COMMUNITY AS TEXTBOOK. FASTBACK SERIES, NO. 64.
SO 75.
AB NO MATTER WHAT ITS SIZE OR LOCATION, EVERY COMMUNITY HAS VAST RESOURCES POTENTIALLY USEFUL FOR TEACHING AND LEARNING. HOWEVER, THESE RICH RESOURCES CAN BECOME TEACHING TOOLS ONLY IF THEY ARE LOCATED AND ANALYZED AND THE RESULTANT INFORMATION IS MADE ACCESSIBLE TO TEACHERS. THIS BOOK INDICATES HOW THESE RESOURCES CAN BE ORGANIZED AND MADE READILY AVAILABLE TO ALL PERSONS IN THE COMMUNITY. UNLIKE TRADITIONAL LEARNING MATERIALS, COMMUNITY RESOURCES ARE NONBOOK IN CHARACTER. THIS MEANS THAT LEARNING FROM THEM REQUIRES THE LEARNER TO RELY HEAVILY ON HIS POWERS OF OBSERVATION. THEREFORE, TEACHERS HAVE A RESPONSIBLITY FOR HELPING CHILDREN DEVELOP COMPETENCY IN OBSERVING AS WELL AS LITERACY IN READING.

48 - INSTRUCTION; 76 - RESOURCES

AN ED111486.
AU WEISS, MARVIN W.
TI A NEW ROLE FOR COMMUNITY EDUCATION IN THE COMMUNITY COLLEGE THROUGH COOPERATION WITH COMMUNITY SCHOOLS.
SO APR 74.
AB THE ROLE OF COMMUNITY EDUCATION IS TO PROVIDE EDUCATIONAL, RECREATIONAL, CULTURAL, AND OTHER RELATED COMMUNITY SERVICES IN ACCORDANCE WITH THE NEEDS, INTERESTS, AND CONCERNS OF THE PUBLIC. COOPERATION BETWEEN COMMUNITY SCHOOLS AND COMMUNITY COLLEGES IN COMMUNITY EDUCATION EFFORTS SHOULD RESULT IN LESS DUPLICATION OF EFFORT, EXPANDED USE OF FACILITIES, BETTER USE OF TAX DOLLARS, IMPROVED INSTRUCTION, EXPANDED PROGRAMS, AND BETTER SERVICES. THE COMMUNITY COLLEGE'S ROLE IN THIS COOPERATIVE EFFORT IS: (1) TO SUPPORT AND ENCOURAGE THE COMMUNITY SCHOOL; (2) TO WORK CLOSELY WITH THE COORDINATORS IN THE VARIOUS COMMUNITIES AND OFFER ASSISTANCE TO THEM; (3) TO OFFER COLLEGE CLASSES IN THE LOCAL SCHOOL DISTRICTS WHERE THERE ARE NO COMMUNITY SCHOOLS; (4) TO HELP COORDINATE A NEEDS ASSESSMENT IN A COMMUNITY WHERE THERE IS NO COMMUNITY SCHOOL PROGRAM; (5) TO SET UP A CURRICULUM FOR TRAINING COMMUNITY SCHOOL COORDINATORS OR DIRECTORS; AND (6) TO OFFER COUNSELING FACILITIES TO HIGH SCHOOLS AND THE COMMUNITY AT LARGE. DURING THE 1974-75 ACADEMIC YEAR, CLACKAMAS COMMUNITY COLLEGE (OREGON) FOUND SUCH A COOPERATIVE PROGRAM ECONOMICALLY AND EDUCATIONALLY SOUND.

64 - PROGRAM DEVELOPMENT; 88 - TRENDS

AN ED110843.
AU YERKA, BETTIE LEE.
TI EFFECTIVENESS OF PARAPROFESSIONALS IN WORKING WITH LOW INCOME FAMILIES: AN EXPERIMENTAL STUDY.
SO 75.
AB THE STUDY EVALUATES THE EDUCATIONAL EFFECTIVENESS OF INDIGENOUS PARAPROFESSIONALS ENGAGED IN COOPERATIVE EXTENSION'S NUTRITION EDUCATION PROGRAM FOR LOW INCOME FAMILIES N AN INNER CITY COMMUNITY OF NEW YORK CITY. OF THE 20 PARAPROFESSIONALS, ALL BJT ONE BLACK OR SPANISH-SPEAKING WOMEN, NEARLY ALL GAINED IN KNOWLEDGE AND UNDERSTANDING OF TEACHING AND LEARNING STRATEGIES, A MAJORITY CHANGED THEIR FEELINGS POSITIVELY TOWARD THEIR JOB, AND A MAJORITY RATED ABOVE AVERAGE JOB-PERSISTENCE FACTORS WHILE ON THE JOB. IN ADDITION, 10 OF THE 14 RATED ON TEACHING PERFORMANCE WITH CLIENTELE WERE RATED AT THE MEAN OR ABOVE. THE EXPERIMENTAL AND COMPARISON GROUPS OF HOMEMAKERS WERE DEMOGRAPHICALLY SIMILAR TO THE PARAPROFESSIONALS EXCEPT FOR HAVING LESS EDUCATION, MORE AND YOUNGER CHILDREN, AND BEING MORE SPANISH-SPEAKING THAN BLACK. DURING THE PROGRAM, PARTICIPANTS EXHIBITED HIGHER NUTRITIONAL INTAKES AND LEVELS AND MORE NUTRITIONAL KNOWLEDGE THAN DID THE NONPARTICIPANTS. IN SUM, THE STUDY PROVIDED EVIDENCE THAT IT IS POSSIBLE TO SELECT, CONDUCT INSERVICE EDUCATION FOR, AND PLACE IN AN INNER CITY COMMUNITY PARAPROFESSIONAL WOMEN, OF BACKGROUNDS SIMILAR TO THEIR CLIENTELE, WHO CAN HELP THEIR CLIENTELE IMPROVE THEIR NUTRITIONAL KNOWLEDGE AND PRACTICES. FIVE TABLES CORRELATING AND ANALYZING BY MEANS OF STEPWISE REGRESSION THE DEPENDENT AND INDEPENDENT VARIABLES ARE APPENDED.

72 - RESOURCES

AN ED110139.
AU KEIM, WILLIAM A. AND OTHERS.
TI A MANUAL FOR ESTABLISHING A COMMUNITY COLLEGE COMMUNITY SERVICES PROGRAM; A PRACTICAL GUIDE TO THE COMMUNITY-BASED, PERFORMANCE-ORIENTED INSTITUTION OF POST SECONDARY EDUCATION.
SO 75.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB THIS MANUAL IS DESIGNED AS A PRACTICAL GUIDE TO ESTABLISHING AND MAINTAINING A VIABLE PROGRAM OF COMMUNITY SERVICES/CONTINUING EDUCATION IN THE COMMUNITY COLLEGE AND PRESENTS MATERIAL FOR USE BY THE PRACTITIONER IN THE FIELD. IT IS ORGANIZED AS A SET OF GUIDELINES EXPLAINING VARIOUS IMPORTANT ASPECTS OF A PROGRAM AND DEALS WITH THOSE SPECIFICS THOUGHT ESSENTIAL TO IMPLEMENTING A WORKABLE PROGRAM. THE CHAPTERS ARE: "COMMUNITY ASSESSMENT," "ADMINISTRATION, ORGANIZATION, AND PROGRAM MANAGEMENT," "PROGRAM EVALUATION," "OBTAINING FINANCIAL SUPPORT FOR COMMUNITY SERVICES PROGRAMS," "DEVELOPING INTERAGENCY COOPERATIVE ARRANGEMENTS," "CITIZEN ADVISORY COMMITTEES," "EXTERNAL COMMUNICATION" (PUBLIC RELATIONS), AND "THE FACULTY OF COMMUNITY SERVICES/CONTINUING EDUCATION". SELECTED READING REFERENCES ARE APPENDED.

64 - PROGRAM DEVELOPMENT

AN ED109465.
AU THORNTON, JAMES E. COMP.. GUBBELS, JOSEPH, COMP.
TI THE COMMUNITY SCHOOL: A WORKING BIBLIOGRAPHY. RESEARCH PAPER NO. 1.
AB THE BIBLIOGRAPHY ON COMMUNITY SCHOOLS CONTAINS 169 ENTRIES ARRANGED ALPHABETICALLY BY AUTHOR OR SOURCE ACCORDING TO TYPE OF PUBLICATION: BOOKS AND SPECIAL REPORTS (90 ENTRIES), JOURNAL ARTICLES AND CONFERENCE PROCEEDINGS (52 ENTRIES), DISSERTATIONS AND THESES (24 ENTRIES), AND ANNOTATED BIBLIOGRAPHIES (3 ENTRIES). SCATTERED ENTRIES WERE PUBLISHED PRIOR TO 1950, THE EARLIEST IN 1902; THE GREAT MAJORITY ARE FROM THE 1960'S AND 1970'S.

76 - RESOURCES

AN ED109444.
AU HICKEY, HOWARD W.
TI AN OVERVIEW: PURPOSES AND PROGRAMS.
SO APR 73.
AB THE MOTT FOUNDATION HAS OVER THE YEARS DEVOTED MOST OF ITS CONSIDERABLE RESOURCES TO JOINING TOGETHER THE SCHOOL AND COMMUNITY IN THE SOLUTION OF EDUCATIONAL PROBLEMS FACING SOCIETY, BUT IT IS ONLY WITHIN THE LAST 20 YEARS THAT IT HAS ENLISTED THE SUPPORT OF COLLEGES AND UNIVERSITIES. THE MOTT INSTITUTE AT MICHIGAN STATE UNIVERSITY FOCUSED ITS FIRST EFFORTS ON DEVELOPING A SPECIALIZED PREPARATION PROGRAM FOR TEACHERS OF THE DISADVANTAGED. THESE EFFORTS LED TO THE DEVELOPMENT OF A READING MANAGEMENT PROGRAM, PERSONALIZED APPROACH TO TEACHING READING (PATTR), WHOSE EMPHASIS WAS ON DIFFERENTIATED STAFFING, ON ENLISTING THE HELP OF PARAPROFESSIONALS AND VOLUNTEERS TO ASSIST THE TEACHER AT THE KINDERGARTEN LEVEL. FURTHER REFINEMENTS GENERATED THE RESPONSIVE AUTONOMY IN COOPERATIVE TEACHING (REACT) PROGRAM, WHOSE PURPOSE WAS TO DE-EMPHASIZE THE SOMEWHAT RIGID HIERARCHICAL ROLES USUALLY ASSOCIATED WITH DIFFERENTIATED STAFFING. HAVING SUCCESSFULLY PROGRESSED INTO THE DEVELOPMENTAL WORK OF THESE PROJECTS, THE INSTITUTE'S STAFF REALIZED THAT ONE PRIMARY ROLE HAD NOT YET BEEN ASSUMED BY THE INSTITUTE--DISSEMINATION. CONSEQUENTLY, THE INSTITUTE'S ATTENTION SHIFTED FROM INVENTION TO INNOVATION, FROM DEVELOPING PROGRAMS TO IMPLEMENTING PROGRAMS IN REAL SCHOOL SETTINGS. FUTURE PAPERS WILL DESCRIBE THESE EFFORTS.

44 - HISTORY

AN ED109097.
AU MOOK, JOHN E.
TI COMMUNITY-BASED EDUCATION COMPONENT: A RURAL EXPERIENCE.
SO JUL 75.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. TEACHER CORPS. (88801218).
AB THIS REPORT SUMMARIZES THE PROGRAMS AND PROCESSES USED BY SIXTH AND EIGHTH CYCLE TEACHER CORPS PROJECTS AT EMPORIA KANSAS STATE COLLEGE IN THE FORMULATION OF COMMUNITY-BASED EDUCATION PROGRAMS. FUNCTIONS OF THE PROGRAMS INCLUDE THE FOLLOWING: (A) TO BROADEN THE BASE OF EDUCATIONAL EXPERIENCES FOR CHILDREN, (B) TO INVOLVE MEMBERS OF THE COMMUNITY IN THE EDUCATIONAL PROCESS IN ORDER TO GIVE CREDENCE TO THE IDEA THAT EDUCATION CONTINUES THROUGHOUT LIFE, (C) TO EXTEND AND COORDINATE EXISTING SOCIAL SERVICES TO INSURE THAT HELP GETS TO THOSE WHO NEED IT BUT WHO ARE UNINFORMED ABOUT THEIR OPTIONS, AND (D) TO GIVE THE BROADEST POSSIBLE BASE TO A COMMUNITY'S KNOWLEDGE OF WHAT THE EDUCATIONAL PROCESS IS BY INVOLVING COMMUNITY PEOPLE AS TEACHERS AND LEARNERS. IN ORDER TO DETERMINE COMMUNITY NEEDS, THE FOLLOWING METHODS WERE EMPLOYED: (A) APPLICATION OF COMMUNITY DYNAMICS STUDIES OF THE TARGET COMMUNITIES AND THEIR POPULATIONS, (B) SURVEYS, AND (C) DEVELOPMENT OF INSTRUCTION WHICH WAS CONCEIVED, ORGANIZED, AND IMPLEMENTED BY COMMUNITY PEOPLE. IN ORDER TO EVALUATE THE PROGRAM, A SURVEY AND DISCREPANCY EVALUATION WERE USED BY THE TEACHER CORPS TEAMS TO DETERMINE ACHIEVEMENT OF OBJECTIVES. (A SET OF APPENDIXES DISCUSSING INDIVIDUAL PROGRAMS, INCLUDING A SAMPLE PROPOSAL, ARE INCLUDED.).

62 - PROGRAMS

AN ED108392.
AU STEELE, MARILYN.
TI DECLINING ENROLLMENTS: PROBLEM OR OPPORTUNITY.
SO 22 FEB 75.
AB THE BASIC ASSUMPTION OF THIS PAPER IS THAT UNUSED AND UNDERUSED PUBLIC SCHOOL BUILDINGS ARE APPROPRIATE FACILITIES TO BECOME OPPORTUNITY CENTERS FOR NEIGHBORHOOD CITIZENS OF ALL AGES. A DETAILED CASE STUDY OF A COMMUNITY EDUCATION PROGRAM IN GRAND RAPIDS, MICHIGAN, ILLUSTRATES THIS ASSUMPTION, AND A BRIEF HISTORICAL SUMMARY OF CHANGING POPULATION STATISTICS DOCUMENTS THE ENROLLMENT DECLINE. THE DESCRIPTION OF COMMUNITY EDUCATION IN GRAND RAPIDS DETAILS USES OF EMPTY CLASSROOMS, ALTERNATIVE OFFERINGS IN ADULT EDUCATION, LEISURE ACTIVITIES, A FACTORY-BASED INDUSTRIAL PROGRAM, AND THE USE OF RELATED COMMUNITY FACILITIES FOR EDUCATIONAL PURPOSES. A BUDGET SUMMARY OF THE GRAND RAPIDS PROGRAM IS INCLUDED IN APPENDIX A.

88 - TRENDS

AN ED106926.
AU ROBBINS, WAYNE R.. WHITAKER, DONALD.
TI A GUIDE FOR COMMUNITY SCHOOL ADVISORY COUNCILS.
SO APR 75.
AB COMMUNITY EDUCATION ADDRESSES ITSELF TO THE INVOLVEMENT OF COMMUNITY PEOPLE IN DECISION-MAKING PROCESSES. BY OPENING THE LOCAL SCHOOL TO ALL MEMBERS OF THE COMMUNITY, DETERMINING ITS NEEDS, WANTS, AND PROBLEMS, SETTING PRIORITIES, AND THEN FINDING THE APPROPRIATE DELIVERY SYSTEMS TO ADDRESS THESE ISSUES, THE CONCEPT IS BECOMING A SIGNIFICANT MOVEMENT WITHIN SOCIETY. THE COMMUNITY SCHOOL ADVISORY COUNCIL IS A VITAL PART OF THE TOTAL OPERATION OF A COMMUNITY SCHOOL. SOME SPECIFIC DUTIES ARE TO KEEP THE DIRECTOR INFORMED, TO RECOMMEND NEW PROGRAMS, AND TO ASSIST IN PLANNING PROGRAMS, DEVELOPING RESOURCES, AND DISSEMINATING INFORMATION. THIS GUIDE IS DESIGNED TO HELP THOSE INTERESTED IN DEVELOPING AND MAINTAINING AN EFFECTIVE COMMUNITY ADVISORY COUNCIL. FOR USE BY THE COMMUNITY SCHOOL DIRECTOR AND ADVISORY COUNCIL MEMBERS, IT HAS FIVE PARTS: SELECTION AND ORGANIZATION OF A COMMUNITY SCHOOL ADVISORY COUNCIL, BUILDING A WORKING RELATIONSHIP, FIRST STEPS IN IMPLEMENTATION, MAINTAINING INTEREST, AND SUPPLEMENTAL INFORMATION. EACH SECTION IS ORGANIZED SO THAT THE GUIDE MAY BE READ FROM BEGINNING TO END, OR THE SECTIONS MAY BE USED INDIVIDUALLY.

04 - ADMINISTRATION

AN ED105548.
TI COMMUNITY EDUCATION.
SO EDUCATIONAL CONSIDERATIONS. V2 N2 PP1-16 WIN '74. 74.
AB THIS ISSUE PRESENTS A COLLECTION OF ARTICLES PROVIDING AN OVERVIEW OF THE PHILOSOPHY AND HISTORY OF COMMUNITY EDUCATION, AS WELL AS SOME VIEWS REGARDING ITS FUTURE. CHARACTERISTICS OF SUCCESSFUL COMMUNITY EDUCATION PROGRAMS ARE LISTED, AS ARE AREAS OF THE COMMUNITY/SCHOOL RELATIONSHIP THAT SHOULD BE ANALYZED TO DETERMINE THE POTENTIAL ACCEPTANCE OF COMMUNITY EDUCATION PROGRAMS BY THE LOCAL COMMUNITY. TWO ARTICLES CONCERN THE WAYS RECENTLY AUTHORIZED FEDERAL FUNDING FOR COMMUNITY EDUCATION WILL NECESSITATE SERIOUS PLANNING AND STAFF TRAINING.

36 - FOUNDATIONS; 40 - FUTURES

AN ED104840.
AU HABERMAN, MARTIN.
TI THE INDICATORS AND MEASURES OF A COMMUNITY'S EDUCATIONAL WELL-BEING.
SO APR 75.
AB AN EDUCATIONALLY HEALTHY COMMUNITY PROVIDES RESIDENT SOCIAL GROUPS WITH A BODY OF LEARNING THAT SUPPORTS A BALANCE BETWEEN ORDER AND DISORDER. EDUCATIONALLY HEALTHY INDIVIDUALS CANNOT LIVE IN ISOLATION FROM SOME SUBGROUP AND THE LARGER SOCIETY, NOR CAN A HEALTHY LARGER SOCIETY BE ISOLATED FROM DIFFERENT SUBGROUPS WHICH ACCEPT SOME BASIC VALUE ORIENTATIONS AND CHALLENGE OTHERS. THESE BASIC ASSUMPTIONS ABOUT COMMUNAL HUMAN NEEDS CAN BE RELATED TO EDUCATIONAL GOALS. THREE LEVELS OF LEARNING ARE REQUIRED FOR THE INDIVIDUAL TO FIT INTO SOCIETY: (A) VALUES ALLOWING PARTICIPATION IN SOME SUBGROUP, (B) VALUES ALLOWING PARTICIPATION IN THE LARGER SOCIETY, AND (C) INDIVIDUAL DEVELOPMENT WHICH ENHANCES THE TOTAL RANGE OF HUMAN POTENTIALITIES. THESE LEARNING LEVELS ARE EVALUATED IN TERMS OF THE FOLLOWING CRITERIA: (A) INDICATIONS OF WHAT TRANSPIRED DURING THE ACTS OF TEACHING AND LEARNING, (B) EXAMINATION OF OUTCOMES, (C) ACTUAL APPLICATIONS OF KNOWLEDGE, AND (D) INDIRECT MEASURES WHEN IT CAN BE INFERRED THAT LEARNING DID OR WILL TRANSPIRE.

28 - EVALUATION

AN ED104494.
AU MARTORANA, S. V. ED.. HAMMONS, JAMES O. ED.
TI STATE-LOCAL AGENCY AND COMMUNITY COLLEGE COOPERATION FOR COMMUNITY IMPROVEMENT: A CONFERENCE OF STATE AND LOCAL OFFICIALS IN THE MIDDLE ATLANTIC STATES.
SO DEC 74.
AB THIS REPORT PRESENTS PAPERS PRESENTED AT A CONFERENCE DESIGNED TO PROVIDE INSIGHT INTO THE SPECIFIC WAYS IN WHICH COMMUNITY COLLEGE PERSONNEL CAN COLLABORATE WITH STATE AND LOCAL PLANNERS TO IMPROVE THE QUALITY OF LIFE IN THEIR COMMUNITIES. THE INTRODUCTORY ADDRESSES PRESENTED IN SESSION I DISCUSS EDUCATIONAL TRENDS; AMONG THE TRENDS DISCUSSED IS THE NEW EMPHASIS ON COMMUNITY AND PERFORMANCE-BASED EDUCATION, WHICH UTILIZES A MARKET ANALYSIS APPROACH THROUGH WHICH THE INSTITUTION ATTEMPTS TO IDENTIFY THE NEEDS AND DESIRES OF THE CLIENTELE BEFORE DESIGNING AND PACKAGING THE EDUCATIONAL EXPERIENCE. SESSION II PAPERS DEAL WITH THE GOALS, FUNCTIONS, AND RESPONSIBILITIES OF STATE AND LOCAL PLANNING OFFICES, COMMUNITY COLLEGES, AND STATE COMMUNITY COLLEGE AGENCIES IN COMMUNITY IMPROVEMENT. THE PAPER PRESENTED IN SESSION III DISCUSSES THE GLOBAL VIEW OF THE STATE AND LOCAL COMMUNITY WHICH IS NECESSARY FOR COMPREHENSIVE PLANNING. THE PAPERS PRESENTED IN SESSIONS IV AND V ARE CONCERNED WITH THE WAYS IN WHICH COMMUNITY COLLEGES CAN IMPROVE THE SOCIAL, CULTURAL, ECONOMIC, AND ENVIRONMENTAL ASPECTS OF THE COMMUNITY. SESSION VI INCLUDES DISCUSSION GROUP REPORTS AND A CONFERENCE EVALUATION. THE CONFERENCE PROGRAM AND A LIST OF PARTICIPANTS ARE APPENDED.

12 - AGENCIES; 64 - PROGRAM DEVELOPMENT

AN ED104477.
AU GOLLATTSCHECK, JAMES F.
TI COMMUNITY-BASED EDUCATIONAL EXPERIENCES FOR COMMUNITY COLLEGES.
SO APR 75.
AB THE FOLLOWING DESCRIPTIVE CHARACTERISTICS FORM THE GROUNDWORK FOR A WORKING DEFINITION OF THE CONCEPT OF COMMUNITY-BASED EDUCATION: (1) ACCESS TO ALL; (2) CONTINUOUS SERVICE TO THE LEARNER THROUGHOUT HIS LIFE; (3) VALUES AND PRIORITIES BASED ON THE NEEDS OF THE PEOPLE; (4) RECOGNITION OF THE MARKET; (5) FLEXIBILITY; AND (6) PERFORMANCE ORIENTATION. SEVERAL PROMINENT AUTHORITIES' VIEWS OF COMMUNITY-BASED EDUCATION ARE NOTED; THE IDEA OF THE COLLEGE AND THE COMMUNITY AS PARTNERS IN THE EDUCATIONAL ENDEAVOR IS THE COMMON EMPHASIS OF ALL THEIR VIEWS. EXTRAPOLATING FROM OTHER DEFINITIONS, THE AUTHOR DEFINES COMMUNITY-BASED EDUCATION AS AN EDUCATIONAL SYSTEM WHICH USES THE COMMUNITY AS ITS BASE--ITS ORGANIZATIONAL CENTER, ITS CREATIVE SOURCE, ITS CHIEF CONSTITUENT, ITS UNDERLYING CONCEPT, AND ITS SUPPORTING FOUNDATION. THE COMMUNITY-BASED COLLEGE MUST LOOK OUTWARD TOWARD THE LEARNER AND THE COMMUNITY AS IT DEVELOPS GOALS AND OBJECTIVES, HENCE THERE MUST BE ROOM FOR INNOVATION, FLEXIBILITY IN GOVERNANCE, AND A FACULTY WITH A COMMITMENT TO SERVING THE COMMUNITY. SINCE THE ABILITY TO ANALYZE THE COMMUNITY AND ITS NEEDS ARE CENTRAL TO THIS ENTIRE CONCEPT, SEVERAL DIFFERENT APPROACHES TO NEEDS ASSESSMENT ARE NOTED. A CHECKLIST IS PROVIDED TO DETERMINE TO WHAT EXTENT A PARTICULAR COLLEGE OR PROGRAM IS COMMUNITY-BASED.

36 - FOUNDATION; 64 - PROGRAM DEVELOPMENT

AN ED104466.
AU MOORE, E. MAYNARD, ED.
TI THE CAMPUS AND THE CITY: A SYMPOSIUM.
SO 73.
AB THIS SYMPOSIUM WAS PLANNED TO PROVIDE A FORMAT FOR PH. D. CANDIDATES IN THE UNION GRADUATE SCHOOL TO JOIN WITH LEADERS IN HIGHER EDUCATION IN OPEN DISCUSSION OF CURRENT ISSUES IN URBAN HIGHER EDUCATION. THIS REPORT PRESENTS THE SUBSTANCE OF THE PRESENTATIONS AS RECORDED AT EACH OF FIVE SESSIONS. IN "THE URBAN CRISIS: HIGHER EDUCATION FACES THE CITY," BOB MCGILL AND JOE M. SMITH DISCUSS UNIVERSITY-COMMUNITY RELATIONSHIPS, PROBLEMS OF THE ACADEMICALLY UNDERPREPARED, INSTRUCTIONAL RELEVANCE AND THE CITY AS A LEARNING LABORATORY. IN "COMMUNITY COLLEGES AND OPEN ACCESS IN URBAN AREAS," E. MAYNARD MOORE DISCUSSES THE BARRIERS OF LOW INCOME IN ACCESS TO HIGHER EDUCATION AND DESCRIBES THE COMMUNITY COLLEGE WITH ITS OPEN ADMISSIONS POLICY AS A PANACEA; HE ALSO DISCUSSES NEW WAYS FOR COMMUNITY COLLEGES TO HELP COMMUNITY RESIDENTS. CHARLES ISAACS RECOMMENDS THAT TEACHERS TRY TO LEARN FROM THEIR STUDENTS AND THAT THE COMMUNITY COLLEGE CAMPUS BECOME THE CITY ITSELF. IN "NEW CHALLENGES, NEW RESPONSES FOR HIGHER EDUCATION," LEANDER JONES DISCUSSES HIS EXPERIENCES TEACHING THEATER ARTS AND BROADCASTING SKILLS IN A STATE PENITENTIARY. JAMES BROWN DISCUSSES "RESOURCE MANAGEMENT AND ACCOUNTABILITY IN HIGHER EDUCATION". THE FINAL SESSION IS A ROUND TABLE DISCUSSION ON "THE CHANGING PURPOSES OF HIGHER EDUCATION".

00- GENERAL

AN ED103397.
AU SHANKS, NENA, COMP.
TI RESOURCE DIRECTORY: SOME NEW WAYS OF LEARNING AND TEACHING.
SO 74.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB THIS CATALOG IS INTENDED TO ASSIST PEOPLE REFORMING OR "BUILDING THEIR OWN" PLACES FOR EDUCATING TEACHERS IN COLLEGES, SCHOOLS, AND COMMUNITIES BY PROVIDING A LIST OF PLACES TO BE CONTACTED FOR ASSISTANCE, MODELS, OR ADVICE. IT INCLUDES BRIEF DESCRIPTIONS OF EXPERIMENTAL TEACHER EDUCATION PROGRAMS THROUGHOUT THE U.S. THESE PROGRAMS ARE CLASSIFIED BY STATE, AND NAMES AND ADDRESSES ARE PROVIDED FOR OBTAINING ADDITIONAL MATERIAL. THERE ARE ALSO SECTIONS ON "SELF-INSTITUTIONS"--BLACK, CHICANO AND INDIAN; ON FREE SCHOOLS AND ALTERNATIVE PUBLIC SCHOOLS; ON RESOURCES FOR WOMEN'S STUDIES PROGRAMS; AND ON COMMUNITY EDUCATION AND METROPOLITAN PUBLIC COLLEGES.

48 - INSTRUCTION; 76 - RESOURCES

AN ED102313.
AU MINZEY, JACK D., LETARTE, CLYDE.
TI COMMUNITY EDUCATION: FROM PROGRAM TO PROCESS.
SO 72.
AB THE VOLUME PROVIDES EDUCATORS AND ADMINISTRATORS WITH A CLEARER UNDERSTANDING OF COMMUNITY EDUCATION AND ITS IMPLEMENTATION. INTRODUCTORY SECTION CLARIFY MISCONCEPTIONS--COMMUNITY EDUCATION AS A PHILOSOPHICAL CONCEPT AND NOT A SET OF PROGRAMS, AN EXPANSION OF EXISTING PROGRAMS RATHER THAN A SUBSTITUTE. "THE ULTIMATE VALUE OF COMMUNITY EDUCATION LIES IN ITS ABILITY TO BRING ABOUT CHANGE AND SUBSEQUENTLY RESOLVE COMMUNITY PROBLEMS'. ORGANIZATION IS CRUCIAL TO ACHIEVING AN EVOLUTIONARY COMMUNITY PROCESS. THE AUTHORS' ORGANIZATIONAL APPROACH ASSUMES: (1) AN ESTABLISHED FORM OF REPRESENTATION OF PEOPLE, (2) A DIRECT RELATIONSHIP BETWEEN COMMUNITY LEADERSHIP AND KNOWLEDGE/UNDERSTANDING OF COMMUNITY PROBLEMS/NEEDS, (3) ANALYSIS OF COMMUNITY SEGMENTS AND THEIR LEADERSHIP, (4) RECOGNITION OF BOTH FORMAL AND INFORMAL LEADERSHIP, (5) LEADERSHIP AS A COMMUNICATION BRIDGE BETWEEN INSTITUTIONS AND THE PUBLIC. SECTION 3 FOCUSES ON FOUR INTEGRAL PROGRAM AREAS OF COMMUNITY EDUCATION: ADULT EDUCATION, RECREATION, STUDENT ENRICHMENT, AND PUBLIC RELATIONS. THE AUTHORS DISCUSS THE MERITS OF MORE EXTENSIVE ADULT EDUCATION AND RECREATIONAL PROGRAMS THROUGH JOINT AGENCY PLANNING; PROGRAMMING FOR STUDENT ENRICHMENT PROMOTES POSITIVE CURRICULAR CHANGE. TWO SECTIONS PERTAIN TO STAFFING, INSERVICE STAFF TRAINING PROGRAMS, ECONOMIC BENEFITS, AND FINANCING AND BUDGETS. A CONCLUDING SECTION COVERS FACILITY IMPROVEMENT, EVALUATION, AND THE FUTURE.

00 - GENERAL

AN ED102303.
TI ESTABLISHING RIGHT-TO-READ PROGRAMS IN COMMUNITY-BASED ADULT LEARNING CENTERS.
SO MAY 74.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. RIGHT TO READ PROGRAM. TEXAS EDUCATION AGENCY, AUSTIN. DIV. OF ADULT AND CONTINUING EDUCATION. (BBB06895; BBB08152).
AB THE BOOKLET PROVIDES A HISTORY OF THE RIGHT-TO-READ, AUSTIN (TEXAS) LEARNING CENTER PROJECT AND, BASED ON THE EXPERIENCES AT AUSTIN, PROVIDES A GUIDE TO ESTABLISHING A RIGHT-TO-READ PROJECT IN A LEARNING CENTER. THE GENERAL PROBLEMS, NEEDS, AND EXPERIENCES OF THE PROJECT ARE DESCRIBED AND DISCUSSED AS THEY EVOLVED, UNDER THE FOLLOWING HEADINGS: GOALS, LOCATING THE FACILITY, PERSONNEL NEEDS, USE OF VOLUNTEER TUTORS, STAFFING AND SCHEDULING, TESTING, STUDENT RECORDS, THE INSTRUCTIONAL PROGRAM, EQUIPMENT, RECRUITMENT AND PUBLICITY, DEVELOPING MATERIALS, AND A COST ESTIMATE FOR ESTABLISHING A RIGHT-TO READ/ADULT BASIC EDUCATION (ABE) LEARNING CENTER. A SUMMARY INDICATES THAT TWO YEARS OF EXPERIENCE WITH A COORDINATED RIGHT-TO-READ/ABE LEARNING CENTER HAVE SHOWN THAT SUCH CENTERS CAN HAVE A GREAT IMPACT ON THE COMMUNITIES THEY SERVE. IT IS BELIEVED THAT THE EXPERIENCES AND CONCLUSIONS SET FORTH IN THE BOOKLET CAN BE ADAPTED TO FIT THE NEEDS OF ANY COMMUNITY-BASED RIGHT-TO-READ/LEARNING CENTER SITE. FORMS USED AT THE AUSTIN CENTER ARE APPENDED, WITH COMMENTS ON THEIR USE.
62 - PROGRAMS

AN ED100833.
AU DOBSON, RUSSELL. DOBSON, JUDITH SHELTON.
TI PARENTAL AND COMMUNITY INVOLVEMENT IN EDUCATION AND TEACHER EDUCATION.
SO FEB 75.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THIS EXAMINATION OF PARENT AND COMMUNITY INVOLVEMENT IN ELEMENTARY AND SECONDARY EDUCATION IS IN TWO PARTS. THE BRIEF FIRST SECTION CONSIDERS THE HISTORICAL ASPECTS, IDENTIFIES THE VARIOUS POSSIBLE KINDS OF INVOLVEMENT AND THE BENEFITS THAT RESULT, AS WELL AS SOME OF THE OBSTACLES THAT MAY BE ENCOUNTERED. THE SECOND SECTION IS AN EXTENSIVE REVIEW OF THE LITERATURE, INCLUDING THE FOLLOWING TOPICS: COMMUNITY INVOLVEMENT, WITH SUBSECTIONS ON THE PRINCIPLES OF COMMUNITY INVOLVEMENT, SCHOOL CONSTITUENCY ORGANIZATIONS, APPROACHES TO COMMUNITY INVOLVEMENT, AND COMMUNITY EDUCATION; HIGHER EDUCATION INVOLVEMENT, WITH SUBSECTIONS ON COMMUNITY COLLEGES, UNIVERSITIES, TEACHER CENTERS, AND THE PREPARATION FOR AND PROFESSIONALIZATION OF COMMUNITY EDUCATION; AND PARENT INVOLVEMENT, WITH SUBSECTIONS ON THE LEVELS OF SUCH INVOLVEMENT, A MODEL, PARENTAL PARTICIPATION AND ATTITUDES, CULTURAL IDENTITY AND SELF-CONCEPT, ACADEMIC GAINS, DESEGREGATION, AND GUIDES FOR IMPLEMENTATION.
48 - INSTRUCTION; 84 - TEACHERS; 88 - TRENDS

AN ED099659.
TI TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND COMMUNITY EDUCATION PROGRAMS; FISCAL YEAR 1975 ANNUAL PROGRAM AMENDMENT. PROGRAM IMPACT.
SO JUN 74.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB THE DEMONSTRATION RESEARCH PROJECT INITIATED IN 1966 SOUGHT TO IDENTIFY COMMUNITY NEEDS THROUGH INTERVIEWS WITH LOCAL CITIZENS AND COUNTY AND MUNICIPAL OFFICIALS, AND THROUGH DISTRIBUTION OF 800 MAILED QUESTIONNAIRES. FOLLOWING A REVIEW OF THE PROJECT'S ACCOMPLISHMENTS TO DATE, THE DOCUMENT PRESENTS A REPORT OF THE 1975-77 STATEWIDE PRIORITIES FOCUSING ON TWO BASIC AREAS: COMMUNITY PLANNING, GROWTH, AND LEADERSHIP; AND CONSUMER EDUCATION. THE OPERATING PHILOSOPHY AND OBJECTIVES OF THE STATEWIDE PROGRAM ARE DISCUSSED AND POSSIBLE TYPES OF ACTIVITIES LISTED. IN THE AREA OF COMMUNITY PLANNNING, GROWTH, AND LEADERSHIP, TWO PROGRAM THRUSTS WILL BE EMPHASIZED: (1) ENCOURAGING SELECTED INSTITUTIONS OF HIGHER EDUCATION TO BECOME INVOLVED IN COMMUNITY SERVICE PROGRAMING, AND (2) THE DEVELOPMENT OF STATEWIDE PROGRAMING IN THE BROAD AREA OF COMMUNITY DEVELOPMENT. IN THE AREA OF CONSUMER EDUCATION, EFFORTS BEGUN IN 1972 WILL BE BUILT ON. THE PAPER CONCLUDES WITH A DISCUSSION OF FUTURE PLANS AND A BUDGET PROPOSAL.

40 - FUTURES; 72 - RESEARCH

AN ED098712.
AU WEISCHADLE, DAVID E.
TI PLANNING FOR COMMUNITY EDUCATION.
SO JUN 74.
AB THIS DOCUMENT DESCRIBES HOW A LOCAL DISTRICT CAN PREPARE FOR THE IMPLEMENTATION OF THE COMMUNITY EDUCATION CONCEPT. IT PROPOSES A PLANNING SYSTEM THAT UTILIZES COMMUNITY INVOLVEMENT IN ASSESSMENT, GOAL SETTING, AND PROGRAM DESIGN. SPECIFIC IMPLEMENTATION STRATEGIES ARE PRESENTED.

40 - FUTURES

AN ED095615.
AU DECKER, LARRY E.
TI FOUNDATIONS OF COMMUNITY EDUCATION.
SO 72.
AB COMMUNITY EDUCATION IS AN ECLECTIC PHILOSOPHY WHICH COMBINES MANY DESIRABLE FEATURES OF EDUCATIONAL MOVEMENTS OF THE PAST AND PRESENT. IN THE UNITED STATES, ITS EVOLUTION OCCURRED IN THOSE PERIODS OF EDUCATIONAL HISTORY WHEN FORCES FAVORING A CLOSE RELATIONSHIP BETWEEN THE COMMUNITY AND SCHOOL WERE DOMINANT. PERIODS OF RAPID DEVELOPMENT OF COMMUNITY EDUCATION OCCURRED DURING THE COLONIAL PERIOD, THE INDUSTRIAL REVOLUTION, THE GREAT DEPRESSION, AND FROM THE LATE 1960'S TO THE PRESENT. THE PHILOSOPHY OF COMMUNITY EDUCATION IS ATILL EVOLVING AS NEW IDEAS ARE TESTED AND NEW WAYS ARE FOUND TO REACH AND HELP PEOPLE. FOR COMMUNITY EDUCATION TO SUCCEED, THE SOCIAL CLIMATE IN A COMMUNITY SHOULD FACILITATE COMMUNICATION AND COOPERATION AMONG ALL COMMUNITY CITIZENS, THE PEOPLE OF A COMMUNITY SHOULD ACTIVELY PARTICIPATE IN MAKING THE CHANGE, PROFESSIONAL EDUCATORS SHOULD VIEW EDUCATION BROADLY ENOUGH SO THAT THE ROLE OF EDUCATION BECOMES SERVICE TO ALL COMMUNITY CITIZENS, AND THERE SHOULD BE A HIGH LEVEL OF COOPERATIVE RAPPORT AMONG ALL AGENCIES AND ORGANIZATIONS WHO PLAY INFLUENCING ROLES IN SHAPING THE INDIVIDUAL'S LIFESTYLE AND THAT OF THE COMMUNITY AS A WHOLE.

36 - FOUNDATIONS

AN ED095614.
AU TOTTEN, W. FRED.
TI THE POWER OF COMMUNITY EDUCATION.
SO 70.
AB COMMUNITY EDUCATION IS AN ALL INCLUSIVE PHENOMENON FUNCTIONING IN THE COMMUNITY TO HELP PEOPLE OF ALL AGES, RACES, RELIGIOUS AND SOCIOECONOMIC BACKGROUNDS TO FULFILL THEIR LEARNING NEEDS AND TO AID IN THE DEVELOPMENT AND IMPROVEMENT OF THE ENTIRE COMMUNITY. THE COMMUNITY SCHOOL CAN BE THE LEADING AGENT IN THE IMPLEMENTATION OF COMMUNITY EDUCATION. IN THIS BOOK, THE INNOVATOR OF THE COMMUNITY SCHOOL PROGRAM IN FLINT, MICHIGAN DESCRIBES THE EXPERIENCES OF PARTICIPANTS IN THAT PROGRAM. SOME OF THE TOPICS DISCUSSED INCLUDE THE IMPACT OF THE PROGRAM ON THE SOLUTION OF SOCIAL PROBLEMS, ITS EFFECTS ON THE PREVENTION AND CONTROL OF CRIME AND DELINQUENCY, AND INDIVIDUAL CASES OF GROWTH AND DEVELOPMENT. A BIBLIOGRAPHY IS INCLUDED.

72 - RESEARCH

AN ED095613.
AU MINZEY, JACK D.. LETARTE, CLYDE E.
TI COMMUNITY EDUCATION: FROM PROGRAM TO PROCESS.
SO 72.
AB THIS BOOK EXAMINES COMMUNITY EDUCATION PROGRAMS AND CASE HISTORIES AND PRESENTS WAYS TO IMPLEMENT SUCH PROGRAMS. IT HAS BEEN WRITTEN PRIMARILY FOR THE EDUCATOR OR ADMINISTRATOR BUT MAY ALSO BE OF INTEREST TO STUDENTS, PARENTS, AND OTHER CITIZENS INTERESTED IN IMPROVING THE COMMUNITY. THE AUTHORS PROCEED FROM THE BASIC PREMISE THAT "PROGRAM" IS USED TO DESCRIBE SPECIFIC ACTIVITIES; AND THAT "PROCESS" DEALS WITH INVOLVEMENT AND ACTION. A VARIETY OF PROGRAMS ARE EXAMINED, AND THE DETAILS OF THE COMMUNITY PROCESS ARE DESCRIBED. THE BOOK IS DIVIDED INTO SIX SECTIONS, EACH DEALING WITH THE PRACTICALITIES TO BE OBSERVED FOR ACHIEVING SUCCESS. TOPICS CONSIDERED INCLUDE THE COMMUNITY EDUCATION CONCEPT, INITIATING AND DEVELOPING COMMUNITY EDUCATION, AND STAFFING. SPECIAL EMPHASIS IS GIVEN TO ECONOMIC CONSIDERATIONS. A FINAL SECTION EXAMINES THE FUTURE OF COMMUNITY EDUCATION IN AMERICA.

00 - GENERAL

AN ED095612.
AU SEAY, MAURICE F. AND OTHERS.
TI COMMUNITY EDUCATION: A DEVELOPING CONCEPT.
SO 74.
AB THIS BOOK PRESENTS THE PROCESS OF COMMUNITY EDUCATION AND SHOWS HOW IT CAN BE USED TO MEET REAL EDUCATIONAL NEEDS IN ANY COMMUNITY--URBAN, RURAL, SMALL TOWN, OR LARGE TOWN. THE CONCEPT, AS DEFINED AND EXPLAINED IN THIS VOLUME, ASSERTS THAT COMMUNITY EDUCATION "DARES TO ATTEMPT TO ACHIEVE A REASONABLE BALANCE AND EFFECTIVE USE OF ALL THE INSTITUTIONAL FORCES IN THE EDUCATION OF ALL OF THE PEOPLE'. THE 11 AUTHORS CONTRIBUTING TO THIS VOLUME CONSIDER THE CONCEPT OF COMMUNITY EDUCATION AND HOW IT GREW, THE PARTICIPANTS IN COMMUNITY EDUCATION, A THEORY OF COMMUNITY EDUCATION LEADERSHIP, LEADERSHIP TRAINING, AND THE ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE FOR COMMUNITY EDUCATION. THE ROLES OF ADVISORY COUNCILS, COMMUNITY COLLEGES, UNIVERSITIES, AND PROFESSIONAL ASSOCIATIONS IN COMMUNITY EDUCATION ARE DISCUSSED. ALSO CONSIDERED ARE THE ROLES OF ART, COUNSELING, SPECIAL EDUCATION, AND RESEARCH IN COMMUNITY EDUCATION.

00 - GENERAL

AN ED095609.
TI COMMUNITY SCHOOLS. THE BEST OF ERIC SERIES, NO. 2.
SO OCT 74.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THIS PUBLICATION PRESENTS 22 ANNOTATED ITEMS FROM THE ERIC COLLECTION ON COMMUNITY SCHOOLS. THE LITERATURE REVIEWED COVERS SUCH TOPICS AS DEVELOPMENT OF A COMMUNITY EDUCATION PROGRAM, THE ROLE OF THE COMMUNITY SCHOOL DIRECTOR, YEAR-ROUND COMMUNITY SCHOOLS, FINANCING COMMUNITY EDUCATION, THE COMMUNITY EDUCATION CURRICULUM, AND COMMUNITY EDUCATION RESEARCH.

76 - RESOURCES

AN ED095301.
AU BERRIDGE, ROBERT I.
TI COMMUNITY EDUCATION HANDBOOK.
SO 73.
AB THIS HANDBOOK PROVIDES A MODEL APPROACH TO THE IMPLEMENTATION OF COMMUNITY EDUCATION; IT OUTLINES AND DISCUSSES FIELD-TESTED STEPS AND ESTABLISHES THE RATIONALE FOR THEIR IMPLEMENTATION IN A SEQUENTIAL ORDER. AN INTRODUCTORY CHAPTER THAT EXPLORES THE UNLIMITED POTENTIAL OF THE COMMUNITY EDUCATION CONCEPT IS FOLLOWED BY A CHAPTER THAT IDENTIFIES STEPS IN INITIATING THE PROCESS. THE AUTHOR HAD DEVOTED A SEPARATE CHAPTER TO SITE SELECTION, FINANCING COMMUNITY EDUCATION, THE ROLE OF THE COORDINATOR, COORDINATING COMMUNITY RESOURCES, AND THE COMMUNITY SURVEY. EXAMPLES ARE INCLUDED OF A COMMUNITY RESOURCES PROFILE AND SURVEY CHECK LISTS. OTHER SECTIONS DESCRIBE SEVERAL TYPES OF COMMUNITY COUNCILS THAT ARE FUNCTIONING WITHIN THE FRAMEWORK OF COMMUNITY EDUCATION AND THE USE OF THE BLOCK PLAN OF ORGANIZATION AS A VEHICLE FOR GRASSROOTS INVOLVEMENT. THE CONCLUDING CHAPTER PROVIDES A DESCRIPTION OF AN ACTUAL COMMUNITY, ITS EXPERIENCES, AND AN ANALYSIS OF ITS COMMUNITY EDUCATION PROJECT. ALTHOUGH THE APPROACH TO EACH STEP NEEDS TO BE THE DECISION OF EACH COMMUNITY, THE AUTHOR CAUTIONS THE AVOIDANCE OF ANY SHORT CUTS OR OMISSIONS OF THESE FIELD-TESTED STEPS.

64 - PROGRAM DEVELOPMENT

AN ED095147.
AU BATTLE, EDWINA.
TI THE ROLE OF THE COMMUNITY COORDINATOR. TEACHER CORPS ASSOCIATES: RESOURCES FOR CBTE, NO. 4.
SO 73.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. TEACHER CORPS. (BBB01218).
AB THIS LEARNING MODULE FOCUSES ON THE ROLE OF THE COMMUNITY COORDINATOR IN THE TEACHER CORPS AND IS DESIGNED TO PROVIDE THE STUDENT WITH KNOWLEDGE ABOUT THE ROLE OF THE COMMUNITY COORDINATOR AND ABOUT COMMUNITY-BASED EDUCATION. THE MODULE IS DIVIDED INTO TWO SECTIONS, THE FIRST OF WHICH CONSISTS OF WRITTEN TEST/EXERCISES ON (A) THE ORGANIZATIONAL STRUCTURE OF THE TEACHER CORPS, (B) THE FUNCTIONS OF THE COMMUNITY COORDINATOR, AND (C) STRATEGIES AND RESOURCES OF THE COMMUNITY COORDINATOR. THE SECOND PART OF THE MODULE PRESENTS CASE STUDIES FOR GROUP DISCUSSION BY STUDENTS.

04 - ADMINISTRATION

AN ED094923.
AU BOVEE, CHARLES C.. BINAU, DAVID K.
TI CULTURE AND CAREER: COMMUNITY FOR EDUCATION.
SO MAY 74.
AB DURING THE PAST 8 TO 10 YEARS EDUCATION AT SHELDON JACKSON COLLEGE (SJC) HAS SHIFTED TO A THEME OF CULTURE AND CAREERS. THIS PAPER DESCRIBES CURRENT SJC PROGRAMS, AS WELL AS SOME THAT ARE BEING CONSIDERED. THE CULTURE AND NATIVE STUDY PROGRAMS, FUNDED IN 1968, BEGAN WITH THE TEACHING OF THE TLINGIT LANGUAGE. AS A RESULT, THE FIRST TLINGIT LANGUAGE WORKSHOP WAS HELD IN 1971, AND WORKSHOPS HAVE BEEN HELD YEARLY SINCE THEN. FUTURE PLANS CALL FOR THE INCLUSION OF CLASSES IN ESKIMO LANGUAGES AND CULTURE. BECOMING INCREASINGLY AWARE THAT CAREER PROGRAMS WITH SPECIFIC GOALS MAY BE HELPFUL TO NATIVE STUDENTS, SJC ESTABLISHED A DENTAL ASSISTANT PROGRAM, LATER ADDING CAREER EDUCATION COURSES IN FORESTRY AND FISHERIES. REALIZING THE NEED FOR NATIVE TEACHERS, AND THE SPECIFIC NEED IN SOUTHEAST ALASKA FOR TEACHER AIDES, SJC INITIATED A TEACHER AIDE EXTENSION PROGRAM IN 1971. CLASSES WERE TAUGHT BY COLLEGE STAFF WHO FLEW TO ISOLATED COMMUNITIES FOR WEEKEND CLASSES. ADDITIONALLY, SJC HAS BECOME AWARE THAT CHANGES NEED TO BE MADE IN INSTRUCTIONAL APPROACHES IN TRADITIONAL AS WELL AS NON-TRADITIONAL EDUCATIONAL SETTINGS, AND THEREFORE ESTABLISHED A LEARNING CENTER IN 1971-72. THIS CENTER PROVIDES READING PROGRAM MATERIALS; VOCABULARY, MATH, AND PROGRAMMED LEARNING MACHINES; AND CASSETTE AND FILMSTRIP EQUIPMENT.

62 - PROGRAMS

AN ED094489.
AU MELBY, ERNEST O. AND OTHERS.
TI THE ROLE OF THE SCHOOL IN COMMUNITY EDUCATION.
SO 69.
AB THE COMMUNITY EDUCATION CONCEPT AND PROGRAM IS AN IMPORTANT EVOLVING TOOL IN BRINGING THE RESOURCES OF EDUCATION AND OTHER DISCIPLINES INTO DIRECT CONTACT WITH A LARGE NUMBER OF INDIVIDUALS OF EVERY AGE GROUP. ARTICLES BY 12 AUTHORS PRESENT THE PHILOSOPHY, OBJECTIVES, AND ACTIVITIES OF COMMUNITY SCHOOLS. THE BOOK DISCUSSES ORGANIZATION, STAFFING, PROGRAM DEVELOPMENT, FINANCING, FACILITIES, AND EVALUATION, AND PRESENTS A PROGRAM SUITABLE, WITH MODIFICATION, TO MEET THE NEEDS OF ANY COMMUNITY. THE BOOK IS DESIGNED TO SERVE BOTH AS A TEXTBOOK FOR TEACHERS OF STUDENTS IN COMMUNITY EDUCATION AND AS A HANDBOOK ON COMMUNITY EDUCATION FOR USE BY SCHOOL OFFICIALS AND COMMUNITY EDUCATION LEADERS.

00 - GENERAL

AN ED094447.
AU SCHOFIELD, DEE.
TI COMMUNITY SCHOOLS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER FOUR. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER SIX.
SO 74.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB BY MAKING EDUCATIONAL OPPORTUNITIES AVAILABLE TO ALL SEGMENTS OF SOCIETY, THE COMMUNITY SCHOOL NARROWS THE GAP BETWEEN "IN SCHOOL" EXPERIENCE AND "REAL WORLD" EXPERIENCE. THIS ANALYSIS OF THE RESEARCH OUTLINES THE HISTORY AND IMPLEMENTATION OF THE COMMUNITY SCHOOL CONCEPT AND ITS RELATIONSHIP TO THAT OF COMMUNITY EDUCATION. WAYS TO INSURE FULL COMMUNITY UTILIZATION OF THE SCHOOL THROUGH CURRICULUM AND FACILITY DESIGN ARE INVESTIGATED. THE ADMINISTRATION AND STAFFING OF THE COMMUNITY SCHOOL ARE OUTLINED; AND POTENTIAL LOCAL, STATE, AND FEDERAL FUNDING SOURCES ARE LISTED. THE PUBLICATION INCLUDES A 66-ITEM SELECTIVE BIBLIOGRAPHY.

00 - GENERAL

AN ED093038.
TI NEW FORMS FOR COMMUNITY EDUCATION.
SO 74.
AB THE SURVIVAL AND IMPROVEMENT OF CULTURE IN DESIRABLE FORMS IN AMERICAN SOCIETY WILL REQUIRE INCREASED KNOWLEDGE AND SKILLS; RENEWED SOCIAL AND CIVIC CONSCIOUSNESS; AND THE PHYSICAL, SOCIAL, AND ECONOMIC WELL-BEING OF ALL CITIZENS. THIS GENERAL UPLIFTING CAN BE ACCOMPLISHED ONLY THROUGH BROADENED EDUCATIONAL EFFORTS AT THE GRASSROOTS COMMUNITY LEVEL. ALTHOUGH THERE ARE MANY COMMON ELEMENTS IN THE VARIOUS COMMUNITY EDUCATION PROGRAMS CURRENTLY IN OPERATION, THERE IS UNDOUBTEDLY AS MUCH VARIETY AS COMMONALITY IN THE SCOPE, PURPOSE, ORGANIZATION, ADMINISTRATION, AND OPERATION OF THE PROGRAMS. HOWEVER, ALL COMMUNITY EDUCATION PROGRAMS ARE BASED ON A COMMON BELIEF THAT THE SCHOOL EXISTS TO IMPROVE THE COMMUNITY OF WHICH IT IS A PART AND CONSEQUENTLY TO STRENGTHEN SOCIETY AS A WHOLE. THIS BOOK EXPLAINS COMMUNITY EDUCATION AS A CONCEPT AND GIVES EXAMPLES OF COMMUNITIES WHERE THIS KIND OF EDUCATION IS TAKING PLACE TODAY. (PHOTOGRAPHS MAY REPRODUCE POORLY.).

00 - GENERAL

AN ED091092.
AU CHRISTENSEN, ARDIS, COMP.
TI BIBLIOGRAPHY ON COMMUNITY EDUCATION.
SO MAY 74.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THE BIBLIOGRAPHY PROVIDES ACCESS TO SOME OF THE LATEST RESEARCH FINDINGS OR DEVELOPMENTS IN COMMUNITY EDUCATION. THIRTY-NINE DOCUMENTS AND 47 JOURNAL ARTICLES PUBLISHED BETWEEN 1956 AND 1973 (WITH THE MAJORITY BETWEEN 1969 AND 1973) ARE CITED. THE CITATIONS AND ABSTRACTS HAVE APPEARED IN "RESEARCH IN EDUCATION" AND IN "CURRENT INDEX TO JOURNALS IN EDUCATION". CITATIONS COVER A VARIETY OF COMMUNITY EDUCATION RESOURCE MATERIALS, INCLUDING ADULT EDUCATION, COMMUNITY ACTION, COMMUNITY INVOLVEMENT, COMMUNITY SCHOOLS, AND SCHOOL COMMUNITY RELATIONSHIPS. A SUBJECT INDEX FACILITATES LOCATING DOCUMENTS IN A SPECIFIC AREA. PRICING INFORMATION AND DOCUMENT AVAILABILITIES ARE ALSO PROVIDED.

76 - RESOURCES

AN ED091026.
AU KINTZER, FREDERICK C. ED.
TI NATIONAL CONFERENCE ON COMMUNITY CONTINUING EDUCATION: ALTERNATIVE APPROACHES TO RESPONSIBILITY. OCCASIONAL REPORT NO. 19.
SO FEB 74.
SN AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, WASHINGTON, D.C. NATIONAL COUNCIL ON COMMUNITY SERVICES FOR COMMUNITY AND JUNIOR COLLEGES, WASHINGTON, D.C. (BBB07317; BBB08510).
AB THE CONFERENCE HAD PAPERS AND DISCUSSION ON THE FOLLOWING TOPICS: SECTION I: COMMUNITY CONTINUING EDUCATION (ADULT, CONTINUING, AND COMMUNITY EDUCATION: THE SHAPE AND PROMISE OF THE FIELD; COMMUNITY CONTINUING EDUCATION: AN ALTERNATIVE RESOURCE); SECTION II: COMMUNITY SERVICES: THE COMMUNITY COLLEGE APPROACH: A SYMPOSIUM (COMMUNITY RENEWAL COLLEGE; A TIME TO WHIMPER; EFFECTING TRUE COMMUNITY SERVICES); SECTION III: COMMUNITY SCHOOL APPROACH TO COMMUNITY EDUCATION; SECTION IV: THE EXTENDED UNIVERSITY CONCEPT; SECTION V: COMMUNITY DEVELOPMENT CONCEPT (THE COMMUNITY DEVELOPMENT CONCEPT AS AN ALTERNATIVE APPROACH TO RESPONSIBILITY FOR CONTINUING EDUCATION); SECTION VI: INTERNATIONAL PERSPECTIVES ON COMMUNITY EDUCATION; AND SECTION VII: CONFERENCE SUMMARIES BY SESSION CHAIRMEN. WITH THE EXCEPTION OF THE LAST SECTION, EACH SECTION'S PAPER OR PAPERS IS FOLLOWED BY PANEL DISCUSSION.

88 - TRENDS

AN ED084715.
TI EDUCATION LEGISLATION, 1973. HEARINGS BEFORE THE SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, NINETY-THIRD CONGRESS, FIRST SESSION, ON S.1539. TO AMEND AND EXTEND CERTAIN ACTS RELATING TO ELEMENTARY AND SECONDARY EDUCATION PROGRAMS, AND FOR OTHER PURPOSES AND RELATED BILLS. PART 3.
SO JUL 73.
AB THIS REPORT CONTAINS THE TEXT OF, AND HEARINGS ON, A SENATE BILL TO PROMOTE DEVELOPMENT AND EXPANSION OF COMMUNITY SCHOOLS THROUGHOUT THE UNITED STATES. THE BILL OFFERS A 3-WAY PROGRAM FOR PROMOTING COMMUNITY SCHOOLS. IT PROVIDES GRANT, OR SEED MONEY TO PAY FOR ADMINISTRATIVE OR OTHER EXPENSES TO ESTABLISH COMMUNITY SCHOOLS AND HELP TO DEVELOP OR EXPAND EDUCATION CENTERS FOR COLLEGE OR UNIVERSITY TRAINING OF COMMUNITY SCHOOL DIRECTORS. IT ALSO DIRECTS THE U.S. COMMISSIONER OF EDUCATION TO DEVELOP AN EFFECTIVE ADVOCACY MECHANISM TO ENCOURAGE THE DEVELOPMENT OF THE GOALS SOUGHT IN THE BILL. ALSO INCLUDED IN THE REPORT ARE DESCRIPTIONS OF NUMEROUS COMMUNITY EDUCATION PROGRAMS FROM AROUND THE NATION. (PHOTOGRAPHS AND PAGES 850-852 AND 947-952 MAY REPRODUCE POORLY.).

32 - FINANCES; 56 - LEGISLATION

AN ED083667.
AU BAAS, ALAN M.
TI COMMUNITY SCHOOLS. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 24.
SO DEC 73.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AB THIS REVIEW SURVEYS DOCUMENTS AND JOURNAL ARTICLES PREVIOUSLY ANNOUNCED IN RIE, ERIC'S MONTHLY ABSTRACT CATALOGS, DEALING WITH THE GROWTH OF COMMUNITY SCHOOLS. THE COMMUNITY SCHOOL IS PERCEIVED TO BE THE VEHICLE FOR THE LARGER CONCEPT OF COMMUNITY EDUCATION -- A PHILOSOPHY OF EDUCATION AND SOCIETY THAT RADICALLY CHANGES THE ROLE OF THE PUBLIC SCHOOL IN THE COMMUNITY. THE LITERATURE VIEWS THE COMMUNITY SCHOOL TO BE AN EDUCATIONAL, RECREATIONAL, AND CULTURAL NEIGHBORHOOD CENTER WHERE ADULTS AND YOUNG PEOPLE ALIKE MAY USE ITS FACILITIES OR JOIN ITS PROGRAMS, AND WHERE ALL MEMBERS OF THE COMMUNITY COULD BE INVOLVED IN ITS DECISIONMAKING PROCESSES. INCLUDED ARE DISCUSSIONS OF THE CONCEPT, THE IMPLEMENTATION METHODS, AND THE PERSONNEL OF THE COMMUNITY SCHOOL.

00 - GENERAL

AN ED081088.
AU BAILLIE, SUSAN; AND OTHERS.
TI THE POTENTIAL ROLE OF THE SCHOOL AS A SITE FOR INTEGRATING SOCIAL SERVICES. A REPORT.
SO OCT 72.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH. (RMQ66004).
AB PHYSICALLY INTEGRATING SOCIAL SERVICES WITH SCHOOLS MIGHT BE A FEASIBLE WAY OF PROVIDING SOCIAL SERVICES AT A LOWER COST AND/OR MIGHT LEAD TO IMPROVED SOCIAL SERVICES. EXAMINATION OF 10 SCHOOL/SOCIAL SERVICE COMPLEXES REVEALS AN ATTEMPT TO REDEFINE THE NEIGHBORHOOD AT THE SAME TIME ENLARGING AND RENDERING IT LESS PAROCHIAL. THE RAPIDLY EXPANDING COMMUNITY EDUCATION MOVEMENT OFFERS NEW MODELS FOR EFFECTING ENVIRONMENTAL AND INDIVIDUAL IMPROVEMENT. THE POTENTIAL ADVANTAGES AND DISADVANTAGES OF MESHING SOCIAL SERVICES WITH SCHOOLS INCLUDE ANALYSIS OF DOLLAR COST TRADE-OFFS; LEGAL RESTRICTIONS; RACIAL INTEGRATION; BUREAUCRATIC CONSTRAINTS; AND EDUCATIONAL IMPACT. SIX APPENDIXES PROVIDE MORE DETAILED INFORMATION ON THE 10 SCHOOLS IN THE CASE STUDIES; COMMUNITY EDUCATION LEGISLATION AND DEVELOPMENT; THE COLLEGE AND COMMUNITY SERVICES; AND LAW ENFORCEMENT AND MOBILE UNITS AS POTENTIAL SERVICES TO BE INCLUDED IN NEIGHBORHOOD CENTERS.
88 - TRENDS

AN ED078575.
AU HIEMSTRA, ROGER.
TI THE EDUCATIVE COMMUNITY. LINKING THE COMMUNITY, SCHOOL, AND FAMILY. THE PROFESSIONAL EDUCATION SERIES.
SO 72.
AB THIS BOOK HAS BEEN CREATED TO MEET THE BASIC NEEDS OF FUTURE TEACHERS, EDUCATIONAL SPECIALISTS, PARENTS, AND THOSE CITIZENS WHO DESIRE TO BECOME BETTER INFORMED ON CURRENT EDUCATIONAL CONCEPTS AND PRACTICES. EIGHT CHAPTERS DISCUSS THE NATURE OF THE COMMUNITY, THE ACTIVATION OF THE EDUCATIVE COMMUNITY, THE COMMUNITY SCHOOL AND COMMUNITY EDUCATION, THE MODERN FAMILY'S EDUCATIONAL NEEDS IN LIGHT OF THE CHANGING FAMILY STRUCTURE, COMMUNITY COORDINATION AND COOPERATION, PROCESSES FOR COMMUNITY CHANGE, COMMUNITY INVESTMENTS IN EDUCATION, AND HIGHER EDUCATION AND THE COMMUNITY. EACH CHAPTER CONCLUDES WITH AN ANNOTATED BIBLIOGRAPHY OF ADDITIONAL READING.
36 - FOUNDATIONS

AN ED077883.
AU NICKERSON, JACQUELYN; AND OTHERS.
TI COMMUNITY-BASED TEACHER EDUCATION PROGRAMS.
SO MAY 73.
AB THIS IS A REPORT ON OFF-CAMPUS, COMMUNITY-BASED URBAN TEACHER EDUCATION PROGRAMS IN THREE OF THE METROPOLITAN AREAS IN MICHIGAN: DETROIT, PONTIAC, AND FLINT. THE DESCRIBED PURPOSE OF THE PROGRAM IS TO PROVIDE A NEW TEACHER WITH EXPERIENCE FOR WORKING WITH URBAN YOUTH IN A CHANGING SOCIETY, TO DEVELOP LEADERS WHO POSSESS A "FEEL" FOR THE COMMUNITY FROM WHICH THE CHILD COMES. CONSEQUENTLY, THE REPORT STATES, THE EDUCATION STUDENT WORKS IN THE CLASSROOM SETTING ON AN EXTENDED BASIS AND IS ALSO ALLOWED TO GAIN FIRST-HAND EXPERIENCES IN THE COMMUNITY. THE REMAINDER OF THE REPORT BRIEFLY DESCRIBES THE THREE INDIVIDUAL PROGRAMS: THE DETROIT SPECIALIZED TEACHER PREPARATION PROGRAM, THE PONTIAC TEACHER EDUCATION PROGRAM (OPERATED THROUGH THE DANA P. WITMER HUMAN RESOURCES CENTER), AND THE FLINT ELEMENTARY INTERN PROGRAM IN URBAN TEACHING.
48 - INSTRUCTION; 84 - TEACHERS

AN ED077620.
AU BROWN, DOUG; AND OTHERS.
TI MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH, REPORT ONE: COMMUNITY-GUIDED EDUCATION.
SO MAR 73.
AB THE SPECIFIC OBJECTIVE OF THIS APPLIED RESEARCH PROJECT WAS TO EVALUATE PRACTICAL FORMULAS FOR COMMUNITY-GUIDED EDUCATION IN 5 NATIVE COMMUNITIES IN THE CANADIAN NORTH. THE PROJECTS, LAUNCHED AT THE MAN IN THE NORTH INUVIK CONFERENCE (1970), INVOLVED THE ADULTS OF THESE COMMUNITIES IN THE EDUCATIONAL PROCESS AS SPECIAL EDUCATION COMMITTEES AND COMMUNITY TEACHERS. THE EVALUATION COVERED PROGRAM PREPARATION AND ORGANIZATION, PLANNING, CONTENT, PAYMENT OF ESKIMO AND INDIAN COMMUNITY TEACHERS, LOCATION, AND TEACHING METHODS. SUBJECTS TAUGHT BY THE COMMUNITY TEACHERS WERE BASED ON LOCAL NATURAL ENVIRONMENTS. ALTHOUGH THE PROJECT TIME WAS TOO SHORT FOR THOROUGH EVALUATION, THE COMMUNITIES RESPONDED FAVORABLY, INTERESTED IN HAVING THEIR CHILDREN INITIATED TO THEIR OWN CULTURE AND HISTORY THROUGH THE SCHOOL SYSTEM.

20 - COMPARATIVE

AN ED077619.
AU BROWN, DOUG; AND OTHERS.
TI MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH, THREE REPORTS: 1971-1972.
SO MAR 73.
AB THE 3 RESEARCH TOPICS EXAMINED IN THIS REPORT ARE IDENTIFIED AS CRUCIALLY IMPORTANT BY THE 1970 MAN IN THE NORTH INUVIK CONFERENCE. ESKIMO, INDIAN, AND METIS RESIDENTS OF THE NORTH COMPRISE 2/3 OF THE CONFERENCE PARTICIPANTS. THE FIRST 2 REPORTS ARE ON APPLIED RESEARCH PROJECTS, THE FIRST DEALING WITH SOME PRACTICAL WAYS TO APPLY THE CONCEPT OF COMMUNITY-GUIDED EDUCATION, THE SECOND WITH TRAINING NORTHERN NATIVE TEACHERS. THE THIRD REPORT IS A STUDY OF SOUTHERN TEACHER PREPARATION FOR PROFESSIONAL TEACHING IN THE NORTH. THREE CONCLUSIONS APPEAR MOST SIGNIFICANT FOR THE PRESENT STAGE OF NORTHERN EDUCATION: (1) WHILE OFFICIAL DIRECTIVES CONCERNING NORTHERN EDUCATION SEEM TO BE PROMISING, VERY OFTEN THEY LACK COMPREHENSION FROM THE ADMINISTRATORS, THE TEACHING STAFFS, AND CONCERNED POPULATIONS; (2) LOCAL COMMITTEES MUST HAVE WELL-DEFINED RESPONSIBILITIES IN THE SELECTION, HIRING, TRANSFER, AND DISMISSAL OF TEACHERS; AND (3) EFFORTS TO POST NATIVE TEACHERS TO THE ELEMENTARY GRADES SHOULD NOT EXCLUDE NEW AND IMAGINATIVE FORMULAS THAT DEPART FROM THE SEMPITERNAL TENDENCY TO ACCOMMODATE NORTHERN ELEMENTARY TEACHER TRAINING TO THE ALREADY EXISTING STANDARDS AND PROCEDURES OF THE SOUTH.

20 _ COMPARATIVE

AN ED077092.
AU LEGGETT, STANTON.
TI THIRTEEN NEW APPROACHES AND OLD PROBLEMS IN EDUCATIONAL FACILITIES PLANNING.
SO 26 FEB 73.
AB THIS SPEECH EXPRESSES THE VIEW THAT CHANGING EDUCATIONAL FACILITIES HAS HAD LITTLE EFFECT ON WHAT HAPPENS BETWEEN TEACHERS AND CHILDREN; AND THAT ALTHOUGH THE SHELL AND SHAPE OF EDUCATION HAS OFTEN CHANGED, WHAT GOES ON INSIDE REMAINS UNDISTURBED. THE BODY OF THE SPEECH CONTAINS BRIEF COMMENTS ON A VARIETY OF TOPICS, SUCH AS ENROLLMENT PROJECTIONS, OPEN PLAN SCHOOLS, COMMUNITY EDUCATION, ALTERNATIVE SCHOOLS, SCHOOL SPACE ALLOCATION, CAREER EDUCATION, CONSTRUCTION MANAGEMENT TECHNIQUES, COMMUNITYWIDE INTEGRATION, EDUCATIONAL FINANCE, SCHOOL SIZE, AND COMMUNITY PARTICIPATION.
40 - FUTURES; 88 - TRENDS

AN ED076449.
TI TARGET: DEVELOPMENT ACTION.
SO FEB 72.
AB THIS HANDBOOK, SUGGESTIVE RATHER THAN PRESCRIPTIVE, IS WRITTEN FOR YOUNG WORLD DEVELOPMENT AND/OR SIMILAR GROUPS COMMITTED TO ACTIVE INVOLVEMENT IN COMMUNITY, NATIONAL, AND WORLD IMPROVEMENT. EMPHASIS IS UPON ORGANIZING HIGH SCHOOL, COLLEGE, AND ADULT COURSES AND ACTION PROGRAMS IN THE COMMUNITY WHICH WILL HELP SENSITIZE PARTICIPANTS AND MAKE THEM AWARE OF THE NEED FOR ACTION TOWARD BUILDING A JUST AND EQUITABLE SOCIETY WHERE NONE GO HUNGRY. THE GUIDE WHICH INCLUDES RESOURCES OF READINGS, FILMS, AND OTHER ACTIVITIES, IS DIVIDED INTO FOUR SECTIONS. 1) "EDUCATION ACTION" DESCRIBES THREE COURSES IN DEVELOPMENT: A HIGH SCHOOL PREPARED CURRICULUM, A TEACH-IN, AND A COMMUNITY COURSE. OTHER ACTIVITIES ARE ALSO SUGGESTED FOR BRINGING PEOPLE TOGETHER. 2) "COMMUNITY ACTION" OFFERS WAYS IN WHICH GROUPS CAN EXPERIENCE CONDITIONS OF POVERTY AND RACISM WITHIN THEIR OWN COMMUNITY. IDEAS SUCH AS ESTABLISHING A NEW WORLD RESOURCE CENTER, HUNGER BANQUETS AND A WEEKEND OF INTERCHANGE AMONG MINORITY AND MIDDLE CLASS GROUPS ARE PROVIDED. 3) "ACTION BRIEFS" FOCUSES UPON ACTIVE INVOLVEMENT AND PARTICIPATION IN ONE'S OWN COMMUNITY IN LUNCH PROGRAMS, SLUMS, ELECTIONS, COMMUNITY-HEARINGS, BOYCOTTS, AND PROVISION OF OTHER SERVICES FOR THE POOR. 4) "ORGANIZING: GETTING IT ALL TOGETHER" SHEDS LIGHT ON THE ORGANIZING PROCESS AND PROVIDES HELPFUL POINTERS TO GROUPS IN THEIR WORK. A RELATED DOCUMENT IS ED 063 210.
76 - RESOURCES

AN ED075892.
TI CITIZENS, BUSINESSMEN, AND EDUCATORS: THE ELEMENTS TO BETTER SCHOOL-COMMUNITY RELATIONS. AN OCCASIONAL PAPER.
SO 72.
AB QUESTIONS AIMED AT BETTER SCHOOL-COMMUNITY RELATIONS THROUGH IDENTIFICATION OF PROBLEMS AND COURSES OF POSITIVE ACTION WERE PURSUED AT A SEMINAR. POSITIVE STATEMENTS WERE PRESENTED BY A CITIZEN, A BUSINESSMAN, AND AN EDUCATOR; AND DISCUSSIONS WERE LAUNCHED FROM THE PROPOSITIONS, PROBLEMS, AND POINTS RAISED IN THESE PAPERS. THIS REPORT CONSISTS OF THE THREE STATEMENTS IN TOTAL AND A SUMMARY OF THE DISCUSSIONS PERTINENT TO THEM. THE FINAL SECTION OF THE REPORT ENUMERATES THE CONCLUSIONS DRAWN FROM THE MEETING.
62 -PROGRAMS

AN ED075137.
AU STOUT, IRVING W.
TI A TEN-YEAR PLAN FOR INDIAN EDUCATION: WITH PARTICULAR REFERENCE TO NAVAJO COMMUNITY SCHOOLS.
SO 30 JAN 70.
AB THE 10-YEAR PLAN FOR AMERICAN INDIAN EDUCATION, THOUGH OVERALL IN ITS INTENT, IS PRESENTED WITH SPECIAL REFERENCE TO THE COMMUNITY SCHOOLS ON THE NAVAJO RESERVATION. THE PLAN IS BASED ON CONVICTIONS THAT FACILITY IN THE USE OF THE ENGLISH LANGUAGE IS A PRIME NECESSITY FOR BOTH CHILDREN AND ADULTS; THAT A CONTINUALLY ENRICHED ENVIRONMENT IS DESIRABLE; THAT AN EDUCATIONAL PROGRAM, TO BE FULLY COMPREHENSIVE, MUST INCLUDE OFFERINGS FOR ALL AGES; AND THAT PARENTS MUST BE ACTIVELY INVOLVED. BASIC TO THE PLAN IS THE CONCEPT OF CONTINUOUS INDIVIDUAL PROGRESS. THE PROPOSAL COVERS THE AREAS OF PARENT-CHILD CENTERS, DAY SCHOOLS, COLLEGE OPPORTUNITY, LEADERSHIP TRAINING, EXTENDED ADULT EDUCATION, MOBILE EDUCATIONAL UNITS, TRAINING CENTERS, AND LOCAL SCHOOL BOARDS. FIFTEEN RECOMMENDATIONS ARE MADE IN THE AREAS LISTED ABOVE. THE PLAN IS INTENDED TO MAKE ALLOWANCES FOR THE NATURAL AND WHOLLY DESIRABLE DIVERSITY FROM RESERVATION TO RESERVATION OWING TO GEOGRAPHICAL AND ENVIRONMENTAL CONDITIONS AND TO INDIVIDUAL DIFFERENCES IN OUTLOOK AND LEADERSHIP.

40 - FUTURES

AN ED073745.
AU MULLIN, VIRGINIA I.. GOTTSCHALK, KURT P.
TI OBTAINING COMMUNITY INPUT IN THE PLANNING OF COMMUNITY SERVICES: A MODEL.
SO 72.
SN BUREAU OF HIGHER EDUCATION (DHEW/OE), WASHINGTON, D.C. DIV. OF UNIV. PROGRAMS. (8BB07553).
AB A MODEL FOR COMMUNITY SERVICES THAT STRESSES THE NECESSITY AND VALUE OF COMMUNITY INVOLVEMENT IN THE PLANNING OF COMMUNITY SERVICE ACTIVITIES IS PRESENTED. THE ROLE OF THE COMMUNITY SERVICE SECTOR OF THE EDUCATIONAL INSTITUTION IS TO ESTABLISH A CENTER WHICH WILL PROVIDE LEADERSHIP IN UNITING AND COORDINATING COMMUNITY EFFORTS TO MEET INDIVIDUAL AND COMMUNITY NEEDS. COMMUNITY INPUT INTO THE IDENTIFICATION OF COMMUNITY NEEDS AND RESOURCES MUST BE SOUGHT AFTER BY MAINTAINING CONSTANT COMMUNICATION WITH COMMUNITY LEADERS, MEMBERS OF ORGANIZATIONS WHICH COMPRISE THE LOCAL BUREAUCRATIC UNDERSTRUCTURE, KEY INFORMANTS, AND THE GENERAL POPULATION. COMMUNITY MEMBERS MUST BE LED INTO PLAYING AN ACTIVE ROLE IN THE PLANNING OF COMMUNITY SERVICES. ONCE NEEDS AND RESOURCES ARE IDENTIFIED, COMMUNITY MEMBERS MUST BECOME THE MOBILIZERS OF THE RESOURCES, THE INITIATORS OF ACTION, AND ULTIMATELY, THE DETERMINANT OF THE SUCCESS OR FAILURE OF COMMUNITY SERVICE PROGRAMS. TO PROVIDE A STRUCTURAL COMPONENT WHICH DEMANDS ACTIVE COMMUNITY INVOLVEMENT, THE USE OF ADVISORY COMMITTEES MADE UP OF COMMUNITY MEMBERS IS RECOMMENDED. THE EFFECTIVE USE OF THESE COMMITTEES RESULTS IN THE ADVANTAGEOUS SHIFTING OF THE RESPONSIBILITY FOR COMMUNITY SERVICES FROM THE EDUCATIONAL INSTITUTION TO GROUPS OF INDIVIDUAL CITIZENS.

40 - FUTURES

AN ED072508.
TI ALTERNATIVE EDUCATIONAL FUTURES IN THE UNITED STATES AND IN EUROPE: METHODS, ISSUES AND POLICY RELEVANCE.
SO 72.
AB THIS BOOK CONTAINS FOUR PAPERS BY NOTED EDUCATIONAL PLANNING EXPERTS THAT, TOGETHER, COVER PRACTICALLY ALL THE IMPLICATIONS OF UNDERTAKING 'FUTUROLOGICAL' STUDIES IN EDUCATION. LOUIS EMMERY, IN HIS "ALTERNATIVE EDUCATIONAL FUTURES AND EDUCATIONAL POLICY-PLANNING," SUMMARIZES THE THREE PAPERS THAT COMPRISE THE REMAINDER OF THE DOCUMENT AND STRESSES THE IMPORTANCE OF VIEWING ALTERNATIVE EDUCATIONAL FUTURES IN THE CONTEXT OF POLICY PLANNING OR "SECOND GENERATION" EDUCATIONAL PLANNING. TORSTEN HUSEN THEN DESCRIBES THREE MAJOR PURPOSES FOR EXPLORING ALTERNATIVE EDUCATIONAL FUTURES. IN THE THIRD PAPER, WARREN ZIEGLER DEVELOPS A TAXONOMY CONSISTING OF FIVE MODELS, WHICH PURPORTS TO SYNTHESIZE THE CURRENT PRACTICE OF AMERICAN EDUCATIONAL PLANNING AS IT VIEWS THE FUTURE. FINALLY, WILLIS HARMAN FOCUSES ON ALTERNATIVE FUTURE STATES OF AMERICAN SOCIETY THAT REPRESENT, IN SOME SENSE, ALTERNATIVE DOMINANT BELIEF AND VALUE SYSTEMS.

40 - FUTURES

AN ED071191.
AU MATTHEIS, DUANE J.
TI COMMUNITY SCHOOLS: NEW HOPE FOR EDUCATION.
SO 1 DEC 72.
AB IN THIS SPEECH, THE AUTHOR TRACES THE DEVELOPMENT OF THE COMMUNITY SCHOOL MOVEMENT IN THE U. S. EXAMPLES OF SUCCESSFUL PROGRAMS IN VARIOUS AREAS ARE PRESENTED AND THE ROLE OF THE LOCAL COMMUNITY AND THE LOCAL SCHOOL DISTRICT IN THE COMMUNITY EDUCATION MOVEMENT IS STRESSED. THE AUTHOR ADDRESSES HIMSELF TO THE ROLE THAT THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE AND THE OFFICE OF EDUCATION ARE PLAYING IN THE DEVELOPMENT OF COMMUNITY EDUCATION AND OUTLINES SEVERAL GOVERNMENTAL PROGRAMS FROM WHICH FUNDS FOR COMMUNITY EDUCATION MAY BE AVAILABLE. THE SPEECH CONCLUDES WITH A DISCUSSION OF THE ROLE COMMUNITY SCHOOLS CAN PLAY IN CAREER EDUCATION.

44 - HISTORY; 56 - LEGISLATION

AN ED070846.
TI LIFE SKILLS COACHING MANUAL.
SO 72.
SN CANADIAN DEPT. OF REGIONAL ECONOMIC EXPANSION, OTTAWA (ONTARIO). SASKATCHEWAN DEPT. OF EDUCATION, REGINA. (BBB01889; BBB03701).
AB SASKATCHEWAN NEWSTART IS ENGAGED IN DEVELOPING NEW METHODS OF ADULT TRAINING AND COUNSELING. THE LIFE SKILLS COURSE INVOLVES DEVELOPING APPROPRIATE PROBLEM-SOLVING BEHAVIORS IN THE MANAGEMENT OF PERSONAL AFFAIRS. THE FIRST 29 PAGES OF THIS MANUAL CONTAIN INFORMATION AND PROCEDURES FOR THE TEACHER IN SETTING UP A LIFE SKILLS COURSE IN APPLIED PROBLEM SOLVING, USING COURSE MATERIALS, AUDIOVISUAL AND REFERENCE AIDS, AND GROUP FORMATIONS. THE BULK OF THE DOCUMENT, PAGES 30 THROUGH 580, CONSISTS OF LESSON OUTLINES FOR SETS OF EXPERIENCES PLANNED TO HELP STUDENTS MEET SPECIFIED BEHAVIORAL OBJECTIVES. THE LESSONS EMPHASIZE THE PRACTICE OF PROBLEM-SOLVING SKILLS USING A FORMALIZED SYSTEM WITH A WIDE RANGE OF BEHAVIORS IN CONTENT AREAS RANGING FROM GROUP ENCOUNTERS TO SELF, FAMILY, SOCIAL, LEISURE, COMMUNITY, AND JOB SITUATIONS. THE 5-STAGE LESSON MODEL FOR EACH SITUATION INCLUDES STIMULUS, EVOCATION, OBJECTIVE INQUIRY/SKILL PRACTICE, SKILL APPLICATION, AND EVALUATION.

20 - COMPARATIVE; 76 - RESOURCES

AN ED069805.
TI COMMUNITY AWARENESS PROGRAM: CLASSROOM TEACHER QUESTIONNAIRE. APPENDIX D.
SO 72.
AB A QUESTIONNAIRE FOR CLASSROOM TEACHERS PARTICIPATING IN THE COMMUNITY AWARENESS PROGRAM IS PRESENTED.

28 - EVALUATION; 76 - RESOURCES

AN ED069804.
TI COMMUNITY AWARENESS TEST. APPENDIX C-3.
SO 72.
AB A COMMUNITY AWARENESS TEST IS PRESENTED.

28 - EVALUATION; 76 - RESOURCES

AN ED069803.
TI OM INSTRUCTIONS FOR FINAL TEST: COMMUNITY AWARENESS PROGRAM. APPENDIX C-1 AND C-2.
SO 72.
AB DIRECTIONS FOR TAKING A FINAL TEST IN COMMUNITY AWARNESS ARE PRESENTED.

28 - EVALUATION; 76 - RESOURCES

AN ED069802.
TI INSTRUCTIONS FOR PILOT TEST COMMUNITY AWARENESS PROGRAM. APPENDIX B-1 AND B-2.
SO 72.
AB DIRECTIONS FOR TAKING A TEST IN COMMUNITY AWARENESS ARE PRESENTED.

28 - EVALUATION; 76 - RESOURCES

AN ED069801.
TI COMMUNITY AWARENESS PROGRAM EVALUATION REPORT: 1971-1972.
SO 72.
AB THE GOAL OF THE COMMUNITY AWARENESS PROGRAM WAS TO WIDEN THE HORIZONS FOR LOW-INCOME INNER-CITY EDUCABLE MENTALLY RETARDED (EMR) BLACK AND WHITE PUPILS. ESEA TITLE VI PROVIDED PILOT FUNDS CLUSTER III B CLASSES TO EXPLORE THE CITY ON FIELD TRIPS RELATED TO SCHOOL WORK. EIGHTEEN TEACHERS AND 270 PUPILS (PRIMARY THROUGH HIGH SCHOOL) COULD PLAN A TRIP A MONTH, BY CLASSROOM OR BY SCHOOL. THE CLASSES VISITED 72 SITES WHICH INTRODUCED PUPILS TO SERVICES OFFERED FOR THEIR RECREATION, HEALTH, WELFARE, TRANSPORTATION, AND COMMERCE. TRIP DESTINATIONS INCLUDED PARKS, HOSPITALS, THE AIRPORT, AND SHOPS. EACH CLASS DINED AT A RESTAURANT. FOLLOW-UP ACTIVITIES IN THE CLASSROOM REINFORCED THE GOAL-DIRECTED AND INCIDENTAL LEARNING. NEAR THE END OF THE YEAR, TEACHERS SUBMITTED GENERAL COMMUNITY AWARENESS QUESTIONS FOR A SIMPLE MULTIPLE-CHOICE TEST. THE TEST WAS GIVEN TO PUPILS IN THE PROGRAM, A SIMILAR LOW-INCOME INNER-CITY EMR COMPARISON GROUP, AND A WHITE MIDDLE-CLASS OUTER-CITY EMR GROUP. THOSE PRIMARY AND ELEMENTARY PUPILS WHO WERE IN THE PROGRAM GROUPS SCORED SIGNIFICANTLY HIGHER THAN THEIR INNER-CITY PEERS WHICH MEANT THAT THE FIELD TRIPS HAD BEEN OF VALUE. OUTER-CITY PRIMARY/ELEMENTARY PUPILS SCORED AS HIGH AS THE PROGRAM GROUP, INDICATING THAT SOMETHING (MOST LIKELY FAMILIES OF A HIGHER SOCIO-ECONOMIC LEVEL) HAD SUPPLIED THEM WITH KNOWLEDGE OF THE COMMUNITY. THIS FINDING DEMONSTRATED THAT THE PROGRAM WAS COMPENSATORY FOR PRIMARY/ELEMENTARY EMR PUPILS. ACCORDING TO TEST SCORES, INNER-CITY JUNIOR AND SENIOR HIGH EMR STUDENTS DID NOT INCREASE THEIR COMMUNITY AWARENESS AS A RESULT OF THE PROGRAM. EXPANSION OF THE PROGRAM AT THE PRIMARY-ELEMENTARY LEVEL IN THE INNER-CITY WAS RECOMMENDED.

28 - EVALUATION; 76 - RESOURCES

AN ED067426.
AU HOSTETLER, JOHN A.. HUNTINGTON, GERTRUDE ENDERS.
TI CHILDREN IN AMISH SOCIETY: SOCIALIZATION AND COMMUNITY EDUCATION. CASE STUDIES IN EDUCATION AND CULTURE SERIES.
SO 71.
AB THIS STUDY FOCUSES ON THE INDIGENOUS PROCESSES OF NURTURE AND SOCIALIZATION, AS WELL AS ON FORMAL SCHOOLING, IN THE CONTEXT OF AMISH CULTURE. IT ATTEMPTS TO ILLUSTRATE THE CULTURAL CONTEXT OF LEARNING--THE CULTURAL GOALS, THE INSTITUTIONS, THE PRACTICES, INDIVIDUAL PARTICIPATION IN THE CULTURE, AND PUPIL ACHIEVEMENT--IN RELATION TO THE WHOLE OF AMISH SOCIETY. IMPLICIT IN THIS APPROACH IS THE ASSUMPTION THAT EVERY CULTURE PROVIDES GUIDELINES FOR THE REARING OF THE YOUNG AND THAT THESE GUIDELINES CAN BE ARTICULATED BY THE ANTHROPOLOGIST, WHETHER THE SOCIETY BE LITERATE OR NONLITERATE. WHERE CONFLICT EXISTS BETWEEN THE PUBLIC SCHOOL SYSTEM AND AMISH SCHOOLING, AN ATTEMPT IS MADE TO BRING ANTHROPOLOGICAL INSIGHTS TO BEAR ON THE PROBLEM. THE DATA FOR THIS CASE STUDY WERE SYSTEMATICALLY GATHERED OVER A PERIOD OF FOUR YEARS. THE FIELD STUDIES INCLUDED AMISH COMMUNITIES IN PENNSYLVANIA, OHIO, INDIANA, AND SEVERAL OTHER STATES WITH SMALLER SETTLEMENTS. SOCIALIZATION PRACTICES FROM INFANCY THROUGH OLD AGE WERE OBSERVED WHILE RESIDING IN A FARM HOME IN A CHURCH DISTRICT. INTERVIEWS WERE INFORMAL AND UNSTRUCTURED, BUT DATA WERE SYSTEMATICALLY OBTAINED AND RECORDED. REPEAT VISITS TO THE COMMUNITY AND SHORTER VISITS TO OTHER COMMUNITIES WITH AMISH MEMBERS WERE ALSO IMPORTANT MEANS OF OBTAINING LONGITUDINAL DATA ON HUMAN GROWTH AND COMMUNITY CHANGES.

72 - RESEARCH

AN ED066652.
AU OSINSKI, FRANKLIN W. W. AND OTHERS.
TI TOWARD GOG AND MAGOG OR? A CRITICAL REVIEW OF THE LITERATURE OF ADULT GROUP DISCUSSION.
SO AUG 72.
SN EDUCATIONAL RESOURCES INFORMATION CENTER, DIR. SYRACUSE UNIV. N.Y. (GGX24085; QPX84825).
AB THIS REPORT PRESENTS A REVIEW OF RESEARCH ON GROUP DISCUSSION AS USED IN ADULT EDUCATION WITHIN THE CONTEXT OF THE NATURE OF MAN AND IN RELATION TO HIS ULTIMATE END OF SELF-REALIZATION. THE REVIEW CONSIDERS (1) THOSE FACTORS INVOLVED IN GROUP DISCUSSION; (2) ITS BROAD PURPOSES, FOR EXAMPLE, MUTUAL EDUCATION, AFFECTING SELF-CONCEPT, AND ATTITUDES AND INTERPERSONAL CHANGE; AND (3) APPROACHES TO IT, FOR EXAMPLE, THE LEADERSHIP ROLE, NONMANIPULATIVE APPROACHES, AND HUMAN RELATIONS AND SENSITIVITY TRAINING. DISCUSSION IS ALSO EXAMINED IN THE SERVICE OF INSTITUTIONS--PARENT EDUCATION, RELIGIOUS EDUCATION, EDUCATION FOR AGING, AND PUBLIC AFFAIRS DISCUSSION. DISCUSSION AND THE MASS MEDIA ARE REVIEWED, THAT IS, INTERNATIONAL USES, COMMUNITY EDUCATION, AND A RECENT SCIENTIFIC APPROACH. SUCH PITFALLS TO BE AVOIDED AS MECHANISTIC VALUES, EDUCATIONAL CHAUVINISM, INTELLECTUAL ELITISM, AND THE TYRANNY OF NUMBERS ARE ANALYZED. THE FINAL CHAPTER DEALS WITH THE "PRECIPICE OF INFINITY" IN WHICH THE FOLLOWING TOPICS ARE DISCUSSED: AFFECTIVE AND INTELLECTUAL SELF-ACTUALIZATION, AND IDEAL DISCUSSION GROUPS, AND WHETHER LIFE ITSELF IS AT STAKE.

76 - RESOURCES

AN ED064769.
AU RIGBY, AVARD A.
TI STATE LEADERSHIP IN COMMUNITY EDUCATION.
SO 24 MAY 72.
AB THIS SPEECH DESCRIBES COMMUNITY EDUCATION, OUTLINES ITS BENEFITS, AND GIVES A HISTORY OF ITS IMPLEMENTATION IN UTAH. ACCORDING TO THE AUTHOR, THE COMMUNITY-CENTERED SCHOOL PROVIDES ACADEMIC AND SKILL DEVELOPMENT FOR CHILDREN, YOUTH, AND ADULTS; FURNISHES SUPERVISED RECREATIONAL AND AVOCATIONAL INSTRUCTION; SUPPLIES REMEDIAL AND SUPPLEMENTAL EDUCATIONAL NEEDS; FURNISHES A MEETING PLACE FOR SOCIAL AND CIVIC GROUPS; PROVIDES A FORUM FOR THE DISCUSSION OF SOCIAL AND OTHER COMMUNITY PROBLEMS; AND PROVIDES FACILITIES FOR THE DISSEMINATION OF MEDICAL AND SOCIAL SERVICES.

36 - FOUNDATIONS

AN ED064601.
AU LOVETT, T. O.
TI COMMUNITY ADULT EDUCATION; EVIDENCE SUBMITTED TO THE RUSSELL COMMITTEE ON ADULT EDUCATION IN ENGLAND AND WALES BY THE WORKERS' EDUCATIONAL ASSOCIATION (WEST LANCASHIRE & CHESHIRE DISTRICT) AND THE LIVERPOOL EDUCATIONAL PRIORITY AREA ACTION/RESEARCH PROJECT.
SO 71.
AB THIS PAPER DISCUSSES SIX ROLES WHICH AN ADULT EDUCATION AGENCY CAN FILL IN AN EDUCATIONAL PRIORITY AREA AND ILLUSTRATES EACH ONE WITH EXAMPLES FROM THE LIVERPOOL E.P.A. PROJECT. THESE ROLES ARE: (1) ADULT EDUCATION CUM COMMUNITY DEVELOPMENT; (2) ADULT EDUCATION AS A RESOURCE IN COMMUNITY DEVELOPMENT WORK; (3) ADULT EDUCATION AS AN AID TO PARENTS AND SCHOOLS; (4) ADULT EDUCATION AS A FORUM FOR DISCUSSING PERSONAL, MORAL, AND SOCIAL PROBLEMS; (5) ADULT EDUCATION AS AN EXTENSION OF RECREATION AND ENTERTAINMENT; (6) ADULT EDUCATION AS A COUNSELING SERVICE FOR INDIVIDUALS AND GROUPS. THEY ARE DISCUSSED IN DETAIL IN ORDER TO EMPHASIZE THE INTERRELATIONSHIP OF THE VARIOUS ROLES AND THEIR TOTAL CONTRIBUTION TO THE PROCESS OF COMMUNITY DEVELOPMENT IN AN UNDERPRIVILEGED COMMUNITY.

20 - COMPARATIVE; 64 - PROGRAM DEVELOPMENT

AN ED056286.
AU HIEMSTRA, ROGER P.
TI INSTRUCTIONAL PROGRAMS IN THE ADULT EDUCATION APPROACH TO COMMUNITY DEVELOPMENT.
SO 11 NOV 68.
AB A SURVEY WAS CONDUCTED TO DETERMINE WHAT PROGRAMS OR COURSES ARE OFFERED BY VARIOUS UNIVERSITIES IN COMMUNITY ADULT EDUCATION. IN ADDITION, THE TYPE OF CURRICULA NEED AND THE JOB OF TRAINING PROFESSIONALS FOR COMMUNITY ADULT EDUCATION POSITIONS WERE ALSO STUDIED. OF THE 16 UNIVERSITIES QUIERIED, 11 RESPONDED. TWO OF THE MOST PERTINENT COURSES WERE FOUND AT THE UNIVERSITY OF MICHIGAN AND COLUMBIA UNIVERSITY, ENTITLED "LEADERSHIP IN COMMUNITY EDUCATION" AND "COMMUNITY DEVELOPMENT AS AN EDUCATIONAL PROCESS," RESPECTIVELY. A DESCRIPTION OF THE 13 REPORTED COURSES ARE PRESENTED IN APPENDIX III. THE NUMBER OF COURSES BEING OFFERED IN THE UNIVERSITIES CONTACTED ARE FOUND TO BE INSUFFICIENT. SUGGESTIONS OF POSSIBLE ADDITIONS TO EXISTING COURSES OR AS ENTIRELY NEW COURSE OFFERINGS ARE: (1) A STUDY OF THE CONFLICT AND ITS RELEVANCE FOR COMMUNITY ADULT EDUCATION; (2) THE USE OF THE "OMBUDSMAN" APPROACH TO EVALUATION, CONSULTATION, AND PROBLEM SOLVING; (3) THE ROLE OF THE OUTSIDE AUDIT IN ASSESSING AND PLANNING FOR COMMUNITY DEVELOPMENT AND CHANGE; (4) AN EDUCATIVE INVOLVEMENT IN A COMMUNITY; AND (5) THE USE OF TECHNOLOGY IN COMMUNITY DEVELOPMENT WORK. APPENDIX I IS A SAMPLE OF THE INFORMATION REQUEST LETTER, AND APPENDIX II IS A LISTING OF UNIVERSITIES AND INSTRUCTORS TO WHICH REQUEST LETTERS WERE SENT. AN EIGHT-ITEM BIBLIOGRAPHY IS PROVIDED.

28 - EVALUATION; 48 - INSTRUCTION; 72 - RESEARCH

AN ED056284.
AU HIEMSTRA, ROGER P.
TI COMMUNITY EDUCATION: A BIBLIOGRAPHY.
SO SEP 71.
AB TO AID THOSE CONCERNED WITH COMMUNITY EDUCATION, THIS 82-CITATION BIBLIOGRAPHY CITES BOOKS, ARTICLES, AND PERIODICALS.

76 - RESOURCES

AN ED055929.
AU LIPPITT, RONALD O.
TI THE SOCIALIZATION COMMUNITY.
SO 69.
AB THIS PAPER DEVELOPS A CONCEPTUAL FRAMEWORK AS A GUIDE FOR RESEARCH ANALYSIS AND THE DESIGNING OF EXPERIMENTAL INTERVENTIONS AIMED AT THE IMPROVEMENT OF THE SOCIALIZATION PROCESS OF THE COMMUNITY. SOCIALIZATION AGENTS ARE THE PARENTS, OLDER AND LIKE-AGE PEERS, FORMAL EDUCATION AGENCIES, CHURCHES, LEISURE TIME CHILD AND YOUTH SERVING AGENCIES, LEGAL ENFORCEMENT AND PROTECTION AGENCIES, THERAPEUTIC, REHABILITATIVE, AND RESOCIALIZATION SERVICES, EMPLOYERS AND WORK SUPERVISORS, POLITICAL SOCIALIZERS, AND MASS MEDIA AGENTS. GENERALLY THESE SOCIALIZATION AGENTS DEPRIVE THEMSELVES OF THE DIALOGUES THEY CRITICALLY NEED ABOUT IDEALS, GOALS, AND DESIRED OUTCOMES. THE YOUNG COPE WITH THE COMPLEXITY OF PLURALISM OF INPUTS IN SEVERAL WAYS; THEIR BIGGEST PROBLEM BEING THE CHALLENGE TO MORE EFFECTIVELY INFLUENCE THE STRUCTURE AND FUNCTIONING OF THE SOCIALIZATION COMMUNITY SO THAT THEY CAN MEET THEIR NEEDS AND GROW AND DEVELOP. COMMUNICATION BETWEEN THE SEGMENTS OF THE SOCIALIZATION COMMUNITY; TEAM-BUILDING WITH THE SOCIALIZATION AGENCIES; DEVELOPMENT AND COORDINATION OF COLLABORATION BETWEEN PROFESSIONAL AND VOLUNTEER RESOURCES WILL FACILITATE IMPROVING THE SOCIALIZATION PROCESS. PLANNED CHANGE EFFORTS INCLUDE DEVELOPMENT OF A "TEMPORARY" SYSTEM TEAM; INTERNAL DATA COLLECTION; REVIEWS AND DERIVATIONS FROM EXTERNAL RESOURCES; MICRO EXPERIENCES FOR LEADERS; COMMITMENT TO A TRYOUT PERIOD AND SUPPORTIVE FOLLOW THROUGH.

72 - RESEARCH

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AN ED054407.
AU DICKSON, ALEX.
TI CITIZEN EDUCATION AND THE PLANNING PROCESS.
SO 68.
AB IN COMPREHENSIVE PLANNING, THE COMMUNITY'S GOALS AND OBJECTIVES ARE IDENTIFIED AND DEVELOPED; ITS ASSETS AND LIABILITIES ARE STUDIED AND EVALUATED; AND ITS RESOURCES ARE USED TO ACHIEVE ITS GOALS AND OBJECTIVES. CITIZEN PARTICIPATION IN THE PLANNING PROCESS MUST BE AN ENLIGHTENED PARTICIPATION. SOME OF THE METHODS THAT MAY BE USED FOR CITIZEN EDUCATION ARE: NEWSPAPER, RADIO, TELEVISION, PLANNING PUBLICATIONS, PUBLIC MEETINGS, PLANNING EXHIBITS AND TOURS, AND COLLABORATIVE PLANNING. FINDINGS OF A STUDY MADE TO DETERMINE THE IMPORTANCE AND STATE OF CITIZEN PARTICIPATION AND EDUCATION IN SYRACUSE, N. Y. AND VICINITY ARE DISCUSSED FROM THE VIEWPOINTS OF MASS MEDIA, PUBLIC PLANNERS AT STATE, COUNTY AND CITY LEVELS OF GOVERNMENT, AND OF A PRIVATE PLANNING CONSULTANT. THE CONSENSUS OF OPINION IS THAT CITIZENS, AT ALL LEVELS OF SOCIETY, ARE IMPORTANT DIRECTLY AND INDIRECTLY IN THE PLANNING PROCESS; THAT A VIGOROUS EDUCATIONAL PROGRAM INVOLVING A VARIETY OF APPROACHES IS BOTH FEASIBLE AND ESSENTIAL IN A SUCCESSFUL PLANNING PROGRAM; AND THAT THE PROFESSIONAL PLANNER IS CENTRAL TO THE SUCCESS OF PLANNING AS AN INITIATOR AND SUSTAINER OF ACTIVITY DESIGNED TO EDUCATE THE LEGISLATOR AND CITIZEN ALIKE. A LIST OF LITERATURE CITED IS GIVEN, AND APPENDIXES PRESENT A PRECIS OF THE MIDNY PROJECT AND A SAMPLE LETTER AND QUESTIONNAIRE.

40 - FUTURES

AN ED054405.
AU ROGERS, WILLIAM C.
TI COMMUNITY EDUCATION IN WORLD AFFAIRS.
SO 56.
AB THIS PAMPHLET FOR AIDING COMMUNITY ORGANIZATIONS IN UNDERSTANDING WORLD AFFAIRS CONSISTS OF NINE CHAPTERS. THE CHAPTER TITLES ARE AS FOLLOWS: 1. SETTING THE TASK IN WORLD AFFAIRS EDUCATION; 2. WHERE TO FIND SPEAKERS AND HOW TO USE THEM EFFECTIVELY; 3. HOW TO ORGANIZE AND MAINTAIN A DISCUSSION PROGRAM; 4. HOW TO USE FILMS; 5. HOW TO USE PAMPHLETS; 6. HOW TO USE NEWSPAPERS, RADIO, AND TELEVISION; 7. PROJECTS FOR INTERNATIONAL UNDERSTANDING AND FRIENDSHIP; 8. ROUNDUP ON PLANNING THE WORLD AFFAIRS PROGRAM; 9. THE NECESSARY NEXT STEP: A COMMUNITY ORGANIZATION FOR WORLD AFFAIRS EDUCATION.

20 - COMPARATIVE; 88 - TRENDS

AN ED049964.
TI YOUTH AND COMMUNITY WORK IN THE 1970S. PROPOSALS BY THE YOUTH SERVICE DEVELOPMENT COUNCIL.
SO 69.
AB THIS REPORT REPRESENTS THE DELIBERATION OF TWO SUBCOMMITTEES OF THE YOUTH SERVICE DEVELOPMENT COUNCIL IN ENGLAND AND WALES, AND BRINGS UP TO DATE THE WORK OF THE EARLIER ALBEMARLE COMMITTEE. AN INTRODUCTORY SECTION REVIEWS THE WORK OF THIS COMMITTEE, THAT 9 YEARS AGO GAVE A CHART FOR ACTION TO MAKE THE YOUTH SERVICE A MORE SIGNIFICANT PART OF THE EDUCATIONAL STRUCTURE. OTHER CHAPTERS TAKE A LOOK AT THE PRESENT YOUTH SERVICE, AND EXAMINE ITS RELATIONSHIP WITH: 1) THE CHANGING SOCIAL SCENE; 2) RECENT DEVELOPMENTS IN SCHOOLS AND FURTHER EDUCATION; 3) VARIOUS AGE GROUPS; 4) A CONTEMPORARY PHILOSOPHY OF YOUTH; AND, 5) NEW APPROACHES, TECHNIQUES, AND ACTIVITIES IN YOUTH WORK. SUMMARY AND RECOMMENDATIONS FOR ACTION OUTLINE A PLAN FOR A YOUTH AND COMMUNITY SERVICE FOR THE 70'S, WHICH THE AUTHORS BELIEVE REFLECTS THE CURRENT PATTERN OF YOUNG PEOPLE'S LIVES. APPENDIX 1 COMPRISES A RECORD OF EVIDENCE RECEIVED AND PLACES VISITED. APPENDICES 2 AND 3 PROVIDE STATISTICAL INFORMATION ON LEA YOUTH WORK ACTIVITY IN 1967/8, AND YOUTH SERVICE INVOLVEMENT OF YOUNG PEOPLE IN ENGLAND AND WALES. THE USE OF SCHOOL PREMISES AND EQUIPMENT BY THE COMMUNITY COMPRISES APPENDIX 4.

20 - COMPARATIVE; 64 - PROGRAM DEVELOPMENT

AN ED049558.
TI JOHN F. KENNEDY SCHOOL AND COMMUNITY CENTER.
SO 23 MAR 71.
AB LOCATED NEAR AN EXISTING NEIGHBORHOOD HEALTH CLINIC, THE JOHN F. KENNEDY SCHOOL AND COMMUNITY CENTER PROVIDES A NEIGHBORHOOD BASE FOR NUMEROUS EDUCATIONAL, HEALTH, AND SOCIAL AGENCIES. THE MIDDLE SCHOOL CAN ACCOMMODATE OVER 1,000 STUDENTS IN GRADES SIX THROUGH EIGHT. THE COMMUNITY CENTER FILLS THE NEED FOR CIVIC AND SOCIAL ORGANIZATIONS OFTEN FOUND IN MORE AFFLUENT NEIGHBORHOODS, AND ALSO PROVIDES LEADERSHIP FOR THE SOLUTION OF COMMUNITY PROBLEMS. PHOTOGRAPHS, FLOOR PLANS, CONSTRUCTION INFORMATION, AND A LIST OF THE PEOPLE AND ORGANIZATIONS INVOLVED IN PLANNING THE CENTER ARE INCLUDED. A RELATED ARTICLE IS EA 501 571. (PHOTOGRAPHS MAY REPRODUCE POORLY.)

62 - PROGRAMS

AN ED049542.
AU FRANK, ROLAND G.
TI COMMUNITY-CENTERED EDUCATION -- ONE RESPONSE TO CRITICS OF EDUCATION.
SO FEB 71.
AB TO ACHIEVE EDUCATIONAL IMPROVEMENT, EDUCATIONAL LEADERS MUST CHANGE FROM BEING UNINVOLVED AND APATHETIC TO BEING INVOLVED AND CONCERNED, AND PLAN FOR THE FUTURE AT THE SAME TIME THEY WORK OUT THE PRESENT. A COUNCIL ON THE DEVELOPMENT OF HUMAN QUALITIES SHOULD BE CREATED WITHIN EACH COMMUNITY. THIS COUNCIL WOULD INCLUDE ALL THE BEHAVIORAL, MEDICAL, PUBLIC SERVICE, FAMILY AGENCY, POLICE, AND EDUCATIONAL AUTHORITIES CONCERNED WITH LIFE IN THAT COMMUNITY. AN IMPROVED EDUCATIONAL PROGRAM WOULD INVOLVE THE COMMUNITY AS A LEARNING LABORATORY, CONSIDER LEARNING TO BE A LIFETIME ACTIVITY, AND COOPERATE WITH THE PEOPLE TO PLAN AND DEVELOP A COMMUNITY-CENTERED EDUCATIONAL PROGRAM.

40 - FUTURES; 64 - PROGRAM DEVELOPMENT

AN ED049538.
AU RODGERS, FREDERICK A.
TI AN EVALUATION OF THE COMMUNITY EDUCATION CENTERS, 1969-70. VOLUME I, URBAN EDUCATION GRANT, NEW YORK STATE EDUCATION DEPARTMENT.
SO 31 AUG 70.
AB THIS DOCUMENT REPORTS ON AN EVALUATIVE STUDY OF NEW YORK CITY'S COMMUNITY EDUCATION CENTERS. INITIATED IN 1968, THE COMMUNITY EDUCATION CENTERS (CEC) PROGRAM IS DESIGNED TO COORDINATE AND CONCENTRATE EDUCATIONAL SERVICES FOR DISADVANTAGED PERSONS WITH LOW EDUCATIONAL ACHIEVEMENT AND RESTRICTED SOCIAL MOBILITY. BY INVOLVING CITIZENS IN IDENTIFICATION OF EDUCATIONAL AND SOCIAL PROBLEMS, AND IN PROGRAM PLANNING AND IMPLEMENTATION, CEC PROVIDES A FRAMEWORK FOR EDUCATORS, ADMINISTRATORS, AND CITIZENS TO WORK TOGETHER IN SOLVING LOCAL PROBLEMS. (ILLUSTRATIONS MAY REPRODUCE POORLY.).

28 - EVALUATION; 72 - RESEARCH

AN ED047279.
AU AHOLA, ALLEN ARTHUR.
TI A STUDY OF THE RELATIONSHIP BETWEEN THE COMMUNITY SCHOOL CONCEPT AND SELECTED PUBLIC ATTITUDES.
SO 69.
AB THE PURPOSE OF THIS STUDY WAS TO: DEVELOP A SERIES OF QUESTIONS GIVEN TO PARTICIPANTS IN COMMUNITY EDUCATION TO DETERMINE WHETHER DIFFERENCES CAN BE OBSERVED AND IF SO, THE NATURE OF SUCH DIFFERENCES; AND OBTAIN DATA IN ORDER TO COALESCE LEADERSHIP PERCEPTIONS OF THE COMMUNITY SCHOOL CONCEPT. A LEADERSHIP QUESTIONNAIRE WAS DEVELOPED AND ADMINISTERED BY PERSONAL INTERVIEW TO THOSE INDIVIDUALS IN LEADERSHIP POSITIONS PERTAINING DIRECTLY TO THE OPERATION OF THE LOCAL SCHOOL DISTRICT. THESE LEADERS IDENTIFIED LAY LEADERS WHO, IN THEIR OPINION, WERE MOST INFLUENTIAL FOR OR AGAINST THE COMMUNITY SCHOOL CONCEPT. CITIZENS RESPONDING TO THE CITIZENS QUESTIONNAIRE WERE DRAWN RANDOMLY FROM TWO SOURCES: THE FILES OF THE COMMUNITY SCHOOL DIRECTOR, AND LOCAL VOTER REGISTRATION RECORDS. SIGNIFICANT DIFFERENCES WERE INDICATED BETWEEN PARTICIPANTS AND NON-PARTICIPANTS AND ATTITUDES TOWARD: EDUCATION IN GENERAL (.01), COMMUNITY EDUCATION (.01), AND COMMUNITY (.05). A MARKED DIFFERENCE OF .10 WAS FOUND BETWEEN PARTICIPANTS AND NON-PARTICIPANTS AND ATTITUDES TOWARD SELF AND OTHERS. LEADERS AGREED ON THE FOLLOWING BASIC AIMS AND OBJECTIVES OF COMMUNITY EDUCATION: KEEPING PEOPLE INVOLVED IN EDUCATION; INVOLVING THE TOTAL ENVIRONMENT TO THE DEGREE THAT THE CITIZENS WISH; IMPROVING THE ENTIRE EDUCATIONAL ATMOSPHERE; AND DEVELOPING UNITY AND COHESIVENESS AMONG THE PEOPLE.

72 - RESEARCH

AN ED046516.
TI A NATIONAL SURVEY OF THE IMPACTS OF HEAD START CENTERS ON COMMUNITY INSTITUTIONS. SUMMARY REPORT.
SN OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C. (BBB04478).
AB THIS PAMPHLET IS A CAPSULE COMMENTARY ON THE KIRSCHNER FIELD RESEARCH PROJECT WHICH ATTEMPTED TO OBTAIN A GREATER UNDERSTANDING OF HEAD START'S ROLE IN INFLUENCING COMMUNITY HEALTH AND EDUCATIONAL PROGRAMS. THE GENERAL GOALS FOR HEAD START ARE SUMMARIZED AND EXPANDED TO INCLUDE OBJECTIVES UNIQUE TO THIS SURVEY. SPECIFICALLY, THE KIRSCHNER PROJECT HOPED TO ILLUMINATE THE GENERAL QUESTION OF HOW TO ACHIEVE CHANGES IN LOCAL INSTITUTIONS UTILIZING A NATIONWIDE EDUCATIONAL INNOVATION AS THE INTERVENTION STRATEGY. FIELD WORK IN 42 COMMUNITIES REPRESENTING HIGH, MEDIUM, LOW, AND NO LEVELS OF HEAD START ACTIVITY IDENTIFIED FOUR KINDS OF CHANGES CONSISTENT WITH HEAD START PROGRAMS AND POLICIES. THE 1,496 CHANGES, WHEN PINPOINTED, COULD BE DISTRIBUTED INTO FOUR CATEGORIES: (1) INCREASED DECISION-MAKING, (2) GREATER EMPLOYMENT, (3) GREATER EDUCATIONAL EMPHASIS, AND (4) MODIFICATION OF HEALTH SERVICES. ALTHOUGH INSTITUTIONAL CHANGES TOOK PLACE IN A COMPLEX SOCIAL ENVIRONMENT, HEAD START DID SEEM TO HAVE A GENERALLY POSITIVE INFLUENCE IN MODIFYING LOCAL INSTITUTIONS SO THEY BECAME MORE RESPONSIVE TO THE NEEDS AND DESIRES OF THE POOR. A COMPLETE REPORT OF THIS RESEARCH PROJECT IS AVAILABLE AS PS 003 672.

28 - EVALUATION; 72 - RESEARCH

AN ED045952.
TI 1970 PROJECT UNDERSTANDING: A COMMUNITY EDUCATION PROJECT ON HUMAN SURVIVAL.
SO 70.
AB THE PURPOSES OF PROJECT UNDERSTANDING WERE TO HELP PARTICIPANTS TO: OBTAIN ACCURATE INFORMATION OF HUMAN SURVIVAL ISSUES RELATING TO PEOPLE, POVERTY, POLLUTION, AND POLITICS; THINK THROUGH THE IMPLICATIONS OF THESE ISSUES AND EXAMINE THEIR OPINIONS ABOUT THEM; CHANGE THEIR OWN OPINIONS, ATTITUDES, AND BEHAVIOR; AND TAKE EFFECTIVE CITIZEN ACTION. AN OPINIONAIRE WAS USED. THE FINDINGS INDICATE THAT THE MULTI-MEDIA METHOD OF TELEVISION, DISCUSSION GROUPS, AND STUDY MATERIALS IS EFFECTIVE IN CHANGING EXPRESSED OPINIONS ABOUT SOCIAL AND POLITICAL ISSUES. INSOFAR AS THE OPINIONAIRE WAS AN APPROPRIATE MEASURE REPRESENTATIVE OF THE CONTENT AND PURPOSE OF THE PROGRAM, THE RESEARCH FINDINGS DEMONSTRATE THAT PROJECT UNDERSTANDING ACCOMPLISHED ITS PURPOSE TO A CONSIDERABLE EXTENT. THE TESTS ON THE NULL HYPOTHESES DESIGNED TO ASCERTAIN THE REPRESENTATIVENESS OF THE EXPERIMENTAL GROUP WERE SUSTAINED. THE HYPOTHESES THAT THE PROGRAM SERIES WOULD MAKE NO DIFFERENCE IN OPINIONS ON THE VARIOUS SUBJECTS COVERED WERE REJECTED. THE FACT THAT THERE WAS EVIDENCE OF OPINION CHANGE ONLY ON THOSE ITEMS DEALT WITH DIRECTLY IN THE PROGRAMS AND NOT ON THE MISCELLANEOUS STATEMENTS ADDS VALIDITY TO THE STUDY. (EVALUATION STATISTICS ARE INCLUDED).

62 - PROGRAMS

AN ED045195.
TI A NATIONAL SURVEY OF THE IMPACTS OF HEAD START CENTERS ON COMMUNITY INSTITUTIONS.
SO MAY 70.
SN OFFICE OF ECONOMIC OPPORTUNITY, WASHINGTON, D.C. (FGK65995).
AB THE OBJECTIVES OF THE RESEARCH PROJECT DESCRIBED IN THIS REPORT ARE: (1) TO DETERMINE IF THERE HAVE BEEN CHANGES IN LOCAL EDUCATIONAL AND HEALTH INSTITUTIONS RELEVANT TO THE OBJECTIVES OF PROJECT HEAD START; (2) TO DETERMINE IF LOCAL HEAD START CENTERS WERE INFLUENTIAL IN BRINGING ABOUT RELEVANT CHANGES IN COMMUNITY INSTITUTIONS; (3) TO ANALYZE HOW HEAD START WAS INVOLVED IN THE INSTITUTIONAL CHANGE PROCESS; AND (4) TO DESCRIBE THE DIFFERENT IMPACTS ON COMMUNITY INSTITUTIONS OF VARIOUS HEAD START CHARACTERISTICS AND APPROACHES. FIELD RESEARCH WAS UNDERTAKEN IN A NATIONAL SAMPLE COMPOSED OF 58 COMMUNITIES WITH FULL-YEAR HEAD START PROGRAMS AND SEVEN COMMUNITIES WITH LITTLE EXPOSURE TO HEAD START. INTENSIVE STUDIES IN 42 OF THE HEAD START COMMUNITIES REVEALED THAT INDIVIDUALS AND GROUPS ASSOCIATED WITH HEAD START PROGRAMS HAD BEEN INVOLVED IN BRINGING ABOUT CHANGES IN HEALTH AND EDUCATIONAL INSTITUTIONS. A TOTAL OF 1,496 CHANGES CONSISTENT WITH HEAD START GOALS AND PHILOSOPHIES WERE IDENTIFIED. EXAMPLES OF CHANGES ARE: INCREASED INVOLVEMENT OF THE POOR WITH INSTITUTIONS, GREATER EMPLOYMENT OF LOCAL PEOPLE IN PARAPROFESSIONAL OCCUPATIONS, MORE EDUCATIONAL EMPHASIS ON THE PARTICULAR NEEDS OF THE POOR AND MINORITIES, AND MODIFICATION OF HEALTH SERVICES AND PRACTICES TO SERVE THE POOR MORE EFFECTIVELY.

28 - EVALUATION; 72 - RESEARCH

AN ED044614.
AU WRAY, ROBERT P.
TI AN INTERDISCIPLINARY, NON-CREDIT COMMUNITY COURSE IN ADULT DEVELOPMENT AND AGING.
SO JUL 70.
AB AIDED BY THE GEORGIA COMMUNITY CONTINUING EDUCATION SERVICE (STATE AGENCY, TITLE 1, HIGHER EDUCATIONAL ACT OF 1965), THE UNIVERSITY OF GEORGIA COUNCIL ON GERONTOLOGY INDUCED GEORGIA COLLEGES AND UNIVERSITIES TO COOPERATE TO HELP PRACTITIONERS AND COMMUNITY LEADERS LEARN ABOUT THE SOCIOLOGICAL, PHYSIOLOGICAL, PSYCHOLOGICAL, ECONOMIC, AND COMMUNITY SERVICE IMPLICATIONS OF AGING. THE COURSE USES LECTURES, SELECTED READINGS, FILMS AND OTHER VISUAL AIDS, FIELD TRIPS, AND DISCUSSION, TOGETHER WITH RESOURCE PERSONS FROM RELATED FIELDS. INSTRUCTION COVERS 18 TO 30 COURSE HOURS SCHEDULED IN THREE-HOUR SESSIONS WITH WHATEVER FREQUENCY THE CLASS PREFERS. INSTRUCTIONAL COSTS AVERAGE $20 PER CLASS HOUR PLUS $10 PER HOUR FOR SERVICES OF A DIRECTOR-MENTOR. THE COURSE WAS OFFERED 15 TIMES IN 12 COMMUNITIES, WITH A TOTAL ENROLLMENT OF 484, DURING THE FIRST TWO FISCAL YEARS. CURRICULUM DEVELOPMENT AND PROMOTIONAL WORK AT A NOVEMBER 1968 WORKSHOP AND AT ONE-DAY WORKSHOPS INVOLVING ADDITIONAL SCHOOLS, LED TO BROADER PARTICIPATION DURING 1969-70 (17 PROGRAMS IN 14 COMMUNITIES FOR 514 ENROLLEES). (TESTIMONIALS, COST ANALYSES, AND A BIBLIOGRAPHY ARE INCLUDED.).

62 - PROGRAMS

AN ED043814.
AU WILLIAMS, CARL EUGENE.
TI ABILITIES NEEDED BY COMMUNITY FAMILY LIFE EDUCATORS: VIEWS OF EDUCATORS, EXECUTIVES AND PRACTITIONERS.
SO 69.
AB THE CHIEF PURPOSE OF THIS STUDY WAS TO DISCOVER DIFFERENCES IN PERCEPTION AMONG A SAMPLE OF EDUCATORS (24), EXECUTIVES (9), AND PRACTITIONERS (73) AS TO ABILITIES NEEDED BY A COMMUNITY FAMILY LIFE EDUCATOR AND BEST WAYS TO ASSURE THESE ABILITIES AND TRAINING. DATA WERE COLLECTED BY INTERVIEWS AND A QUESTIONNAIRE. OF 12 PRESELECTED ABILITIES, THE MAJORITY OF RESPONDENTS AGREED THAT PARTICULARLY NEEDED WERE THE ABILITIES TO: CHALLENGE STUDENTS TO THINK CRITICALLY; CREATE AN ATMOSPHERE OF ACCEPTANCE; UNDERSTAND HIMSELF AND OTHERS UNLIKE HIMSELF; AND WORK WITH CLIENTELE. LESS THAN HALF THE EDUCATORS AND PRACTITIONERS THOUGHT IT IMPORTANT TO BE ABLE TO TEACH BEYOND ONE'S OWN EXPERIENCE; BUT 75% OF THE EXECUTIVES THOUGHT IT IMPORTANT. EDUCATORS FELT MORE STRONGLY THAN EITHER PRACTITIONERS OR EXECUTIVES THAT THE ABILITY TO CONVEY INFORMATION, FEELINGS, AND ATTITUDES WAS IMPORTANT. SINCE DIFFERENCES IN PERCEPTION DO EXIST, EDUCATORS NEED TO TAKE THE OPINIONS OF EXECUTIVES AND PRACTITIONERS INTO ACCOUNT WHEN THEY PLAN TRAINING PROGRAMS.

72 - RESEARCH

AN ED042836.
TI ACTIVITIES OF THE COMMUNITY EDUCATION PLANNING PROJECT OF THE OCEAN VIEW, MERCED HEIGHTS, INGLESIDE COMMUNITY ASSOCIATION, FEBRUARY 1, 1967 THROUGH DECEMBER 31, 1969.
SO 24 FEB 70.
AB THIS REPORT FOCUSES ON THE PLANNING STAGES AND FIRST AND SECOND YEARS OF OPERATION OF THE COMMUNITY EDUCATION PLANNING PROJECT (CEPP) OF THE OCEAN VIEW, MERCED HEIGHTS, INGLESIDE (OMI) COMMUNITY ASSOCIATION. CURRICULAR AND PROGRAM CHANGES IN THE PLANNING PERIOD IN THE SEVEN ELEMENTARY SCHOOLS OF THE AREA ENVISAGED THE DEVELOPMENT OF THESE SCHOOLS AS EXEMPLARY ONES. IN THE FIRST OPERATIONAL YEAR THE PROJECT BECAME A LANGUAGE ARTS PROGRAM WITH EMPHASIS ON READING AND COMMUNITY INVOLVEMENT. IN THE SECOND OPERATIONAL YEAR IT BECAME A READING PROJECT STRESSING ON RESEARCH AND COMMUNITY INVOLVEMENT. THE REPORT ALSO INCLUDES: RESEARCH PROGRESS REPORT ON CEPP; EVALUATION INSTRUMENTS DEVELOPED OR ADAPTED FOR USE; SOME PRELIMINARY EVALUATION INFORMATION; TEACHER WORKSHOP SCHEDULES; SOME SERVICES REACHING OUTSIDE THE OMI AREA; AND, THE ACCOMPLISHMENTS OF THE OMI COMMUNITY ASSOCIATION. SAMPLES OF WORKSHOP EVALUATION SHEETS, ATTITUDE SURVEYS, AND SKILL INVENTORIES ARE INCLUDED. BECAUSE OF THE QUALITY AND SIZE OF THE TYPE, SEVERAL PAGES OF THIS DOCUMENT, INCLUDING SOME TABLES, WILL NOT REPRODUCE IN HARD COPY (HC).

28 - EVALUATION; 40 - FUTURES

AN ED039293.
AU BLAIR, GEORGE E.
TI AN URBAN EDUCATION FIRST PRINCIPLE: COMMUNITY EDUCATION CENTERS.
SO MAY 68.
AB THIS PROPOSAL FOR URBAN COMMUNITY EDUCATION CENTERS DEFENDS THE CRITICAL NEED FOR SUPPLEMENTARY EDUCATIONAL PROGRAMS IN ACADEMIC, VOCATIONAL, CULTURAL, RECREATIONAL, HEALTH, AND OTHER RELATED SERVICES FOR URBAN GHETTO RESIDENTS BEYOND SCHOOL AGE. THE CENTERS WOULD BE HUMAN RESOURCE PROGRAMS, ORGANIZED WITHIN A LOCAL AREA AND USING SCHOOL FACILITIES AS A BASE. THE CENTERS WOULD ALSO PROVIDE COUNSELING SERVICE AND GUIDANCE IN USING AVAILABLE WELFARE AGENCIES. ALTHOUGH NOT DUPLICATING THE NARROWER FUNCTIONS OF THE TRADITIONAL SCHOOL, THE CENTERS WOULD OFFER PRESCHOOL PROGRAMS TO HELP PREVENT LEARNING DISABILITIES, AND PROVIDE PROGRAMS IN TUTORING, RECREATION, AND ADULT EDUCATION. THE CENTERS WOULD ALSO DRAW ON THE RESOURCES OF THE NON-GHETTO COMMUNITY--BUSINESS, LABOR, AND OTHER OCCUPATIONAL ORGANIZATIONS--FOR BOTH COUNSELING AND VOLUNTEER PERSONNEL.

64 - PROGRAM DEVELOPMENT

AN ED038550.
AU WHIPPLE, JAMES B.
TI COMMUNITY SERVICE AND CONTINUING EDUCATION: LITERATURE REVIEW.
SO JUN 70.
AB THIS REVIEW WAS UNDERTAKEN TO EXPLORE AND ANALYZE THE LITERATURE IN THE ERIC CLEARINGHOUSE ON ADULT EDUCATION IN TERMS OF THREE IMPORTANT QUESTIONS ABOUT TITLE I OF THE HIGHER EDUCATION ACT OF 1965. FIRST, WHAT IS THE RELATIONSHIP BETWEEN COMMUNITY SERVICE AND CONTINUING EDUCATION AS REVEALED IN THE SUBSTANCE, AUDIENCE, AND METHODS OF TITLE I PROGRAMS? SECOND, TO WHAT EXTENT ARE INSTITUTIONS OF HIGHER EDUCATION RESPONSIBLE FOR COMMUNITY SERVICE, AND WHAT IS THEIR ROLE? FINALLY, WHAT ARE THE ESSENTIAL INGREDIENTS FOR AN EFFECTIVE STATEWIDE SYSTEM OF COMMUNITY SERVICE AND CONTINUING EDUCATION? TRENDS ARE SUGGESTED, AS WELL AS AREAS IN WHICH UNIVERSITIES APPEAR TO BE STANDING STILL. AN APPENDIX WITH ADDITIONAL REFERENCES TO PROFESSIONAL DEVELOPMENT, COMMUNITY DEVELOPMENT, AND OTHER FORMS OF SERVICE IS ALSO INCLUDED, ALONG WITH 92 ABSTRACTS.

76 - RESOURCES

AN ED033418.
AU CAMPBELL, ROBERT E.
TI RESEARCH FOUNDATIONS AND PROBLEMS REGARDING COUNSELING IN THE COMMUNITY.
SO 1 SEP 69.
AB RESEARCH FOUNDATIONS AND PROBLEMS FOR COUNSELING IN THE COMMUNITY ARE DISCUSSED. RESEARCH IMPLICATIONS ARE OUTLINED AROUND SARASON'S THREE CHALLENGES TO COMMUNITY HEALTH; (1) EXTENDING THERAPEUTIC OUTREACH, (2) STUDYING THOSE SITUATIONS, SETTINGS, OR FORCES IN THE COMMUNITY THAT SET THE STAGE FOR PROBLEMS; AND (3) EFFORTS TOWARD PREVENTION. ALTHOUGH SARASON'S CHALLENGES SUGGEST A WIDE RANGE OF RESEARCH PROBLEMS, THIS PAPER IS LIMITED TO SUCH THINGS AS THE PROCESS OF SELF REFERRAL, ACCESSIBILITY OF SERVICES, THE DEVELOPMENT OF DISORDERED BEHAVIOR, THE TRANSFER OF THERAPEUTIC LEARNING, SITUATIONAL PRESCRIPTIONS FOR CLIENTS, OUTCOME CRITERIA, AND COPING BEHAVIOR. OTHER AREAS NEEDING DISCUSSION ARE TRAINING, THE ORGANIZATION OF MENTAL HEALTH SERVICES, AND METHODOLOGICAL APPROACHES.

24 - COUNSELING

AN ED032053.
AU DISTASIO, PATRICK J.. GREENBERG, BARRY.
TI COMMUNITY SERVICES: A CENTER FOR COMMUNITY DEVELOPMENT.
SO 69.
AB THIS REPORT, THE THIRD IN A SERIES DEALING WITH THE DEVELOPMENT OF COMMUNITY SERVICE PROGRAMS, PRESENTED A REVIEW AND EVALUATION OF THE CONCEPT OF A CENTER FOR COMMUNITY DEVELOPMENT. THE OBJECTIVES OF SUCH A CENTER WOULD BE TO: DETERMINE THE ADEQUACY OF EXISTING COMMUNITY-ORIENTED PROGRAMS; INVOLVE MORE PEOPLE IN EXISTING PROGRAMS; HAVE A TRIAL RUN OF EXPERIMENTAL PROGRAMS BEFORE MAKING INSTITUTIONAL CHANGES; IMPROVE FEEDBACK FROM EMPLOYERS AND CITIZENS TO INSURE RELEVANCY OF NEW PROGRAMS; AND DEVELOP ORGANIZATIONAL STRUCTURE AND ADMINISTRATIVE PROCEDURE FOR IMPLEMENTING THESE PROGRAMS. THE CENTER WOULD ALSO COORDINATE CONTINUING EDUCATION PROGRAMS AND WORKSHOPS FOR BUSINESS, INDUSTRY, AND RELATED AGENCIES.
TWO PROGRAMS CURRENTLY IN OPERATION AS WELL AS A DESCRIPTION OF ADDITIONAL PROGRAMS THAT LEND THEMSELVES TO THE CENTER FOR COMMUNITY DEVELOPMENT APPROACH WERE REVIEWED.

40 - FUTURES; 64 - PROGRAM DEVELOPMENT

AN ED032021.
AU SENTERFITT, PAM. TOOTHAKER, ALLEN.
TI A TRAINING PLAN FOR CAMPUS-COMMUNITY ORGANIZERS.
SO MAY 69.
AB DESIGNED AS A POSSIBLE 1-SEMESTER UNIVERSITY COURSE OUTLINE, THIS MANUAL DESCRIBES A TRAINING PROGRAM FOR "CAMPUS-COMMUNITY ORGANIZERS" (CCO). THE PROGRAM ENABLES COLLEGE STUDENTS TO ESTABLISH A LIAISON WITH POOR COMMUNITIES IN ORDER TO FIND WAYS IN WHICH THE VAST FINANCIAL AND TECHNICAL RESOURCES OF UNIVERSITIES CAN BECOME MORE ACCESSIBLE TO THE POOR OF AMERICA. THE CCO'S JOB IS TO IDENTIFY SKILLS WITHIN THE UNIVERSITY AND, WITH THE HELP OF COMMUNITY MEMBERS, CONSTRUCT A PROGRAM OR PROJECT THAT BENEFITS BOTH STUDENTS AND COMMUNITY. BECAUSE STUDENTS ARE A UNIVERSITY'S MOST AVAILABLE RESOURCE AND ARE WELL EQUIPPED TO DEVELOP EDUCATIONAL PROGRAMS, THEY CAN ASSIST THE POOR IN ESTABLISHING COMMUNITY LEARNING CENTERS, TUTORIAL PROGRAMS, ADULT EDUCATION PROGRAMS, AND OTHER EDUCATIONAL AND RECREATIONAL FACILITIES. A VARIETY OF TRAINING MODELS ARE PRESENTED: ATTITUDINAL CONFRONTATIONS, GROUP DYNAMICS SEMINARS, COMMUNITY ORGANIZATION SESSIONS, AND FIELD WORK. ALL OF THE MODELS PLACE AN EMPHASIS ON THE DEVELOPMENT OF THE TRAINEE'S CLEAR UNDERSTANDING OF HIS MOTIVATIONS, ROLE, AND EXPECTATIONS. A REQUIRED READING LIST AND SAMPLE TEST FOR TRAINEES ARE INCLUDED.

62 - PROGRAMS; 76 - RESOURCES

AN ED031239.
AU MOORE, RICHARD S.
TI AN INSTRUCTIONAL SCHEME TO INVOLVE THE JUNIOR COLLEGE STAFF AND STUDENTS WITH THE COMMUNITY.
SO 69.
AB THIS REPORT EXAMINED THE ROLE OF THE COMMUNITY COLLEGE IN PERSONAL AND COMMUNITY DEVELOPMENT THROUGH ADULT EDUCATION. LEGISLATION, RESULTING FROM CURRENT SOCIAL DISSATISFACTION, CALLS FOR PUBLICIZING POSTSECONDARY, REAL-WORLD EDUCATION. TEACHERS AND STUDENTS CAN FILL THIS NEED BY EDUCATING THE PUBLIC ON THE VALUE AND NATURE OF OFFERINGS AT COMMUNITY COLLEGES. TWO RESEARCH DESIGNS WERE PRESENTED. THE FIRST, FOR DEVELOPING A PUBLIC RELATIONS PROGRAM USING COLLEGE STAFF, STUDENTS, CURRICULUM, AND FACILITIES, PROPOSED THAT THE COLLEGE ESTABLISH LOCAL INSTRUCTIONAL TV AND RADIO NETWORKS THAT INCLUDE BOTH BROADCASTING STATIONS AND LEARNING CENTERS TO DRAW THE COLLEGE AND COMMUNITY CLOSER TOGETHER AND EDUCATE THE PUBLIC IN THE SKILLS OF COMMUNITY DEVELOPMENT. THE FACULTY AND STUDENTS OF THE EDUCATION, POLITICAL SCIENCE, AND WORK EXPERIENCE DEPARTMENTS WOULD COORDINATE THE EFFORT ALTHOUGH THE TOTAL COLLEGE AND CURRICULUM WOULD BE INVOLVED. AN 8-STEP PLAN TO IMPLEMENT THE PROGRAM, WITH RESPONSIBILITIES AND OBJECTIVES OUTLINED FOR EACH STEP, WAS PROVIDED. THE SECOND RESEARCH DESIGN PRESENTED A WAY TO ANALYZE PUBLIC KNOWLEDGE, ATTITUDES, AND INTERESTS REGARDING ADULT EDUCATION AND TRAINING VIA A SURVEY QUESTIONNAIRE, WITH SAMPLE INCLUDED. THE SURVEY WOULD HELP TO PUBLICIZE ADULT EDUCATION TO APPROPRIATE GROUPS AND THE FINDINGS WOULD GUIDE THE DESIGN OR REVISION OF COURSE OFFERINGS.

16 - COMMUNICATIONS; 48 - INSTRUCTION; 68 - PUBLIC RELATIONS.

AN ED030165.
AU HUNT, BARBARA.
TI AN INTRODUCTION TO THE COMMUNITY SCHOOL CONCEPT.
SO 68.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH. (RMQ66004).
AB THIS PAPER SUMMARIZES AND SYNTHESIZES PERSPECTIVES GLEANED FROM THE LITERATURE ON COMMUNITY SCHOOLS. BASIC CHARACTERISTICS OF SUCH SCHOOLS ARE THAT COMMUNITY SCHOOLS (1) HAVE SOMETHING FOR EVERYONE, (2) PROVIDE OPPORTUNITIES FOR CITIZENS TO APPLY SOLUTIONS TO PROBLEMS, AND (3) HELP MAINTAIN OPEN CHANNELS OF COMMUNICATION WITH THE COMMUNITY. SPECIFIC PROGRAMS ARE EXAMINED AND EVALUATED. A SUMMARY OF APPARENT ADVANTAGES AND DISADVANTAGES IN MAINTAINING A YEAR ROUND COMMUNITY SCHOOL PROGRAM ARE PRESENTED. SINCE THIS STUDY IS INTENDED AS AN INTRODUCTION TO THE COMMUNITY SCHOOL CONCEPT, EDUCATIONAL INNOVATIONS PERTINENT TO THE AREA ARE NOT FULLY DISCUSSED, BUT SEVERAL ARE MENTIONED IN PASSING AS WORTHY OF CONSIDERATION.

36 - FOUNDATIONS

AN ED028346.
AU HAYGOOD, KENNETH.
TI THE UNIVERSITY AND COMMUNITY EDUCATION. NOTES AND ESSAYS ON EDUCATION FOR ADULTS, 36.
SO 62.
AB THIS PAPER EXAMINES COMMUNITY PROGRAMS SPONSORED BY INSTITUTIONS OF HIGHER EDUCATION; IT ATTEMPTS TO DEFINE SUCH PROGRAMS, DESCRIBE THEIR ELEMENTS, CLARIFY INHERENT PROBLEMS IN THEIR DEVELOPMENT AND EXECUTION, AND OFFER SOME OBSERVATIONS ON THE ADVANTAGES AND DISADVANTAGES OF THE VARIOUS TYPES. EMPHASIS IS ON COMMUNITY SERVICE, SOCIAL REFORM, COMMUNITY RELATIONS, COMMUNITY ORGANIZATION, AND OTHER ASPECTS OF COMMUNITY DEVELOPMENT. INSTITUTIONAL OBJECTIVES ARE CLASSED AS EITHER EDUCATIONAL, SERVICE, OR RELATED TO THE DEVELOPMENT OF THE INSTITUTION ITSELF. TYPICAL INSTITUTIONAL OBJECTIVES INCLUDE LIBERAL EDUCATION, VOCATIONAL EDUCATION, COMMUNITY IMPROVEMENT, AND A RELATIVELY DETACHED STANCE WHICH STRESSES RESEARCH AND INDEPENDENT SCHOLARLY THOUGHT. ALSO DISCUSSED ARE FUNCTIONS OF UNIVERSITIES IN COMMUNITY DEVELOPMENT, AND FACTORS IN FINANCING AND ADMINISTRATIVE ORGANIZATION. MAJOR CRITICISMS (FREQUENT UNSUBSTANTIATED CLAIMS, INSUFFICIENT ATTENTION TO EDUCATIONAL OBJECTIVES) ARE NOTED, TOGETHER WITH SUGGESTIONS FOR A MORE EXPERIMENTAL ATTITUDE AND WIDER INVOLVEMENT IN SUCH EXPERIMENTATION.

36 - FOUNDATIONS

AN ED028345.
AU RAYMOND, GEORGE M.. SHIFFMAN, RONALD.
TI THE PRATT CENTER FOR COMMUNITY IMPROVEMENT: A UNIVERSITY URBAN ACTION PROGRAM.
SO 67.
AB THE PRATT CENTER FOR COMMUNITY IMPROVEMENT WAS FOUNDED IN BROOKLYN IN 1963 BY PRATT INSTITUTE. ITS AIM WAS TO HELP EQUALIZE THE KNOWLEDGE LEVEL OF CITY AND COMMUNITY REPRESENTATIVES CONCERNING ISSUES IN URBAN RENEWAL, AND TO GAIN THE CONFIDENCE OF LOCAL RESIDENTS AND ENHANCE THEIR PARTICIPATION IN DECISION MAKING. PARTICIPANT EDUCATION AND TECHNICAL ASSISTANCE, LOCAL AND CITY-WIDE CONFERENCES, A SURVEY OF STUYVESANT HEIGHTS, A VEST-POCKET PARK PROGRAM, AND STEPS TOWARD A MODEL CITIES PROGRAM HAVE BEEN AMONG THE PRINCIPAL ACTIVITIES TO DATE (1967). THE CHIEF RESULT HAS BEEN THAT, OF ALL NEW YORK CITY GHETTO AREAS, BEDFORD-STUYVESANT IS THE ONE MOST READY TO RECEIVE A MODEL CITIES PROGRAM. RESULTS HAVE ALSO UNDERLINED THE IMPORTANCE OF CONSISTENCY OF PURPOSE, COMPREHENSIVE GOALS, COMMUNITY ORGANIZATION, POLITICAL NEUTRALITY, FLEXIBILITY IN RATE OF PROGRESS AND IN FUNDING, CONCENTRATION ON OPERATIONAL RATHER THAN BASIC RESEARCH, IMPROVED COMMUNICATION WITH THE MUNICIPAL BUREAUCRACY, AND THE SPECIAL POSITION OF THE CENTER WITHIN PRATT INSTITUTE AND IN RELATION TO CITY DEPARTMENTS.

62 - PROGRAMS

AN ED024997.
AU BROWNBRIDGE, ROBERT, ED.. VAN VLEET, PHYLLIS, ED.
TI TOWARD COMMUNITY ACTION. INVESTMENTS IN PREVENTION. THE PREVENTION OF LEARNING AND BEHAVIOR PROBLEMS IN YOUNG CHILDREN.
SO MAY 68.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH. (RMQ66004).
AB INVESTMENTS IN PREVENTION IS THE REPORT OF A CONFERENCE HELD IN MAY, 1968, AT ASILOMAR, CALIFORNIA. THE PURPOSES OF THE CONFERENCE WERE TO IDENTIFY AND DEVELOP A FRAMEWORK FOR COMMUNITY ACTION AND EDUCATION PROGRAMS CONCERNED WITH "YOUNG CHILDREN AT RISK" AND TO DEVELOP ALTERNATIVE MEANS FOR IMPLEMENTING COMPREHENSIVE, PREVENTION-ORIENTED COMMUNITY SERVICES FOR YOUNG CHILDREN. "RATIONALE FOR COMMUNITY ACTION," A PAPER BY WILLIAM MILLER, CALLS FOR DEPARTURE FROM COMFORTABLE AND CONVENTIONAL PROGRAMS. "CHILDREN AT RISK--IN ALL COMMUNITIES," BY DAVID SCHWARTZ, DESCRIBES HIGH AND LOW RISK CHILDREN, THEIR FAMILIES, SCHOOLS, COMMUNITIES, AND THE FUNCTIONS OF THE SOCIAL WORKERS. "EARLY CHILDHOOD EDUCATION: PARENTS-TEACHERS-COMMUNITY," CALLS FOR CONTINUITY IN EDUCATIONAL EXPERIENCES AND INCREASED PARENTAL INVOLVEMENT. "CHILDREN AT RISK--DEVELOPING MODELS FOR COMPREHENSIVE PREVENTION-ORIENTED SERVICES," DISCUSSES MODEL SYSTEMS IN WHICH THE SCHOOL IS THE POINT OF ENTRY. "PACE I.D. CENTER CONCEPTS--IMPLICATIONS FOR THE FUTURE," SUGGESTS EXTENSIONS OF THE PACE IDEAS GEOGRAPHICALLY AND CONCEPTUALLY. THE PACE I.D. CENTER IS A DEMONSTRATION PROJECT FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. A SUMMARY PAPER IS BY ROBERT KANTOR.

48 - INSTRUCTION; 64 - PROGRAM DEVELOPMENT

AN ED024274.
AU MENDELSOHN, HAROLD.
TI OPERATION GAP-STOP; A STUDY OF THE APPLICATION OF COMMUNICATION TECHNIQUES IN REACHING THE UNREACHABLE POOR.
SO FEB 68.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AB A PROJECT OF THE COMMUNICATION ARTS CENTER OF THE UNIVERSITY OF DENVER EXPLORED THE USE OF A MASS MEDIUM (TELEVISION) TO COMMUNICATE TO THE URBAN POOR HELPFUL INFORMATION ABOUT PROBLEMS IN THEIR EVERY DAY LIVES. A RANDOM SAMPLE OF 649 RESIDENTS OF A DENVER PUBLIC HOUSING PROJECT WAS CHOSEN. THEY WERE FIRST INTERVIEWED TO GAIN INFORMATION ABOUT THEMSELVES, THEIR PROBLEMS, AND THEIR TELEVISION VIEWING HABITS. AN EIGHT-EPISODE SOAP OPERA, "OUR KIND OF WORLD," WAS DEVELOPED, CONTAINING BITS OF INFORMATION ABOUT POSSIBLE SOLUTIONS TO PROBLEMS INTERWOVEN IN THE PLOT. AFTER THE SERIES WAS SHOWN ON A LOCAL ETV STATION, THE SAMPLE GROUP WAS REINTERVIEWED. VIEWERS FOUND THE SHOW BELIEVABLE (90%), ENJOYABLE (67%), AND HELPFUL (62%). THIRTY-NINE PER CENT OF THE SAMPLE SAID THEY CONSIDERED A CHANGE IN THEIR WAY OF LIVING AS A RESULT OF INFORMATION GAINED FROM THE SHOWS. IT WAS CONCLUDED THAT A SMALL SUB-POPULATION COULD BE REACHED WITH SPECIFIC INFORMATION RELEVANT TO THEIR PROBLEMS, USING A CHANNEL OF THE MASS MEDIA AND TAILORING THE CONTENT AND FORMAT TO THE TARGET AUDIENCE. METHODS OF STATISTICAL EVALUATION WERE NOT GIVEN.

16 - COMMUNICATION; 48 - INSTRUCTION; 82 - STUDENTS

AN ED023965.
AU WYNNE, RONALD D.
TI AN EVALUATION OF THE COMMUNITY EDUCATION DEMONSTRATION PROJECTS.
SO FEB 68.
AB THE REPORT SUMMARIZES A SIX-MONTH EVALUATION (JULY-DECEMBER 1967) OF 11 COMMUNITY EDUCATION PROJECTS FUNDED BY THE OFFICE OF ECONOMIC OPPORTUNITY. MAJOR FOCUS IS ON EIGHT PROJECTS WHICH COMPRISED A SPECIAL SERIES OF SECTION 207 COMMUNITY EDUCATION DEMONSTRATION PROJECTS--APPALACHIAN VOLUNTEERS, INC. THE COLUMBIA COLLEGE CITIZENSHIP COUNCIL EFFORTS THROUGH THE HARLEM EDUCATIONAL PROJECT AND THE PROGRAM TO ACTIVATE COMMUNITY TALENT, MOBILIZATION FOR YOUTH, THE NEIGHBORHOOD HOUSE TUTORIAL PROGRAM, OZARKA WORK-STUDY PROJECT, PHILADELPHIA TUTORIAL PROJECT, THE PROJECT OF THE RALEIGH COUNTY COMMUNITY ACTION ASSOCIATION, AND YOUTH EDUCATIONAL SERVICES, INC. THREE OTHER PROJECTS--NORTHEASTERN UNIVERSITY MASTER TUTOR TRAINING PROGRAM, NORTHERN EDUCATIONAL SERVICES, INC. AND THE TUSKEGEE INSTITUTE COMMUNITY EDUCATION PROGRAM--WERE SUGGESTED FOR EVALUATION BECAUSE OF THEIR SIMILARITY TO THE SPECIAL SERIES. MOST FOLLOWED AT LEAST ONE OF THREE GENERAL STRATEGIES: USING OUTSIDE OR INDIGENOUS TUTORS TO HELP ACADEMICALLY DEFICIENT CHILDREN; DEVELOPING EDUCATIONAL ACTIVITIES THAT COMPLEMENT EFFORTS OF LOCAL SCHOOL SYSTEMS; AND ATTEMPTING TO ORGANIZE POOR PEOPLE TO BRING PRESSURE FOR QUALITY PUBLIC SERVICES AND ECONOMIC IMPROVEMENT.

28 - EVALUATION; 72 - RESEARCH

AN ED022089.
AU KNOX, ALAN B.
TI IMPROVING URBAN SCHOOL ADULT EDUCATION, AN ANALYSIS OF THE ADULT AND COMMUNITY EDUCATION PROGRAMS OF THE WASHINGTON, D.C. SCHOOLS.
SO 67.
AB BY WAY OF INTRODUCTION TO THIS REPORT ON ADULT AND COMMUNITY EDUCATION IN THE WASHINGTON, D.C. SCHOOLS, IT WAS SUGGESTED THAT THE IMPROVEMENT OF ADULT EDUCATION DIVISIONS IN URBAN SCHOOLS INVOLVES EXAMINING THE INTERACTION BETWEEN COMMUNITY NEEDS AND THE PURPOSES OF ADULT EDUCATION, RECOGNIZING THAT SUCH EDUCATIONAL PROGRAMS ARE INTERDEPENDENT SYSTEMS, AND CRITICALLY EVALUATING THE EXISTING STATUS OF THESE PROGRAMS. TWENTY ASSESSMENT CATEGORIES (GROUPED UNDER SUCH HEADINGS AS INTENDED RESULTS OR OBJECTIVES, TRANSFORMATION OF RESOURCES TO MAINTAIN STABILITY AND STIMULATE CHANGE, AND AGENCY ASSESSMENT AND FEEDBACK) WERE IDENTIFIED, THE CATEGORIES WERE ANALYZED IN TERMS OF STANDARDS OF EXCELLENCE, DEFICIENCIES IN THE EXISTING SITUATION, AND THE CAUSES OF THE DEFICIENCIES NOTED, AND SUGGESTIONS WERE OFFERED FOR ACTION. AN INCREASE WAS DEEMED NECESSARY IN FINANCIAL SUPPORT AND IN THE NUMBER OF FULL TIME ADULT EDUCATION ADMINISTRATORS QUALIFIED TO HELP MANAGE EDUCATIONAL RESOURCES. THE FUNDAMENTAL RECOMMENDATION OF THIS REPORT, HOWEVER, WAS THAT A SUBSTANTIALLY LARGER PORTION OF THE LEADERS AND GENERAL CITIZENRY OF WASHINGTON, D.C. SHOULD BECOME INVOLVED IN DELIBERATIONS REGARDING THE ROLE OF ADULT EDUCATION. (THE DOCUMENT INCLUDES AN ANALYSIS OF ADULT EDUCATION AGENCIES AS SOCIAL SYSTEMS.).

28 - EVALUATION; 62 - PROGRAMS; 72 - RESEARCH

AN ED020526.
AU CAVE, WILLIAM M., PARSONS, THOMAS S.
TI TOWARD A THEORY OF HOME, SCHOOL, AND COMMUNITY INTERRELATIONS.
AB THIS THEORY OF THE COMMUNITY SCHOOL PROGRAM IS PRESENTED THROUGH A DETAILED DISCUSSION OF URBAN TRENDS. THE AUTHORS DESCRIBE THE HISTORICAL PREVALENCE OF THE ECONOMIC AND EDUCATIVE FUNCTIONS OF FAMILIES AND THE EFFECTS OF URBANIZATION ON THOSE FUNCTIONS. PROFOUND INTERPERSONAL ESTRANGEMENT IN MODERN URBAN PATTERNS OF FAMILY LIVING IS DISCUSSED, WITH EMPHASIS ON EFFECT OF SCHOOLS ON THE FAMILIAL, EDUCATIVE RESPONSIBILITY. THE LOCI OF THE TEACHING FUNCTION ARE LISTED AS--(1) THE LEARNER, (2) PEERS, (3) PARENTS, AND (4) THE TEACHER. THIS REPORT ENDS WITH A PLEA FOR THE RESTORATION OF EDUCATION TO COMMUNITY LIFE. THE MOTT PROGRAM IN FLINT, MICHIGAN IS CITED AS A MODEL FOR SCHOOLS AS ROUND-THE-CLOCK CENTERS FOR INTERACTION AND DISCUSSION. THE COMMUNITY SCHOOL THEORY EMPHASIZES COMMUNICATION AND COOPERATION BETWEEN THE SCHOOL AND ITS PATRONS. SCHOOLS ARE USED FOR ADULTS AS WELL AS CHILDREN TO FAMILIARIZE THE COMMUNITY WITH THE STAFF, PURPOSES, PROCEDURES, FACILITIES, PROBLEMS, AND POTENTIALITIES OF THE EDUCATIVE PROCESS. WITH FULL INVOLVEMENT OF SCHOOL AND COMMUNITY, EDUCATION CAN BECOME A MORE EFFECTIVE INSTRUMENT.

36 - FOUNDATIONS

AN ED016175.
TI COMMUNITY EDUCATION FOR ADULTS. CURRENT INFORMATION SOURCES, NUMBER 16.
SO MAR68.
AB THIS ANNOTATED BIBLIOGRAPHY CONTAINS 43 INDEXED AND ABSTRACTED ENTRIES ON VARIOUS ASPECTS OF COMMUNITY EDUCATION FOR ADULTS, ESPECIALLY COMMUNITY PUBLIC SERVICE, PROJECTS AND PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965 AND OTHER FEDERAL PROGRAMS, REPORTS OF SPECIFIC REGIONAL AND LOCAL PROGRAMS ON MANPOWER DEVELOPMENT, AND URBAN AND RURAL PROJECTS. MOST OF THE DOCUMENTS ARE DATED 1967 WITH SEVERAL DATED 1965 AND 1966.

76 - RESOURCES

AN ED015393.
TI SPECIAL PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, AUGUST 1966 - OCTOBER 1967. FINAL REPORT.
SO 67.
AB IN 1966, THE STATE UNIVERSITY OF NEW YORK AT FARMINGDALE DEVELOPED THREE NONCREDIT DAYTIME PROGRAMS IN EDUCATION FOR COMMUNITY SERVICE. GATEWAY TO CAREERS FOR WOMEN, A 15-SESSION WORKSHOP, PROVIDED FIELD ASSIGNMENTS, JOBFINDING SKILLS, AND COUNSELING. NEW HORIZONS FOR LATER YEARS WAS A 10-SESSION PROGRAM FOR OLDER MEN AND WOMEN PREPARING FOR RETIREMENT. MEDICARE-AIDE TRAINING PROGRAM PROVIDED A 10-SESSION WORKSHOP TO TRAIN MEN AND WOMEN AS PAID OR VOLUNTEER NURSES AIDES. ALL PROGRAMS INVOLVED GUEST SPEAKERS, FIELD TRIPS, FILMS, NEW TECHNIQUES IN GROUP GUIDANCE, AND CREATIVE TEACHING MATERIALS. ATTENDANCE WAS WELL ABOVE AVERAGE FOR ADULT EDUCATION PROGRAMS. SOME OF THE PARTICIPANTS RECEIVED TUITION GRANTS AND TRANSPORTATION STIPENDS. INSTRUCTORS INCLUDED A NURSE, A SOCIAL WORKER, AND THREE ASSISTANT INSTRUCTORS WORKING IN A TEAM TEACHING SITUATION. COMMUNITY INVOLVEMENT EXCEEDED EXPECTATION AND MEDIA COVERAGE WAS EXTENSIVE, THE GREATEST RESPONSE COMING FROM NEWSPAPER ARTICLES. REQUESTS FOR MATERIALS AND INFORMATION HAVE COME FROM MANY ORGANIZATIONS AND INDIVIDUALS, AND THE STAFF HAVE BEEN INVOLVED IN RELATED CONFERENCES, PROGRAMS, AND ADVISORY GROUPS. DURING THE 1967-68 ACADEMIC YEAR, AN EXPANDED CURRICULUM WILL PROVIDE TRAINING FOR NURSES AIDES, LEADERS, HARD-CORE UNEMPLOYED WOMEN, AND TEACHERS AIDES.

62 - PROGRAMS

AN ED014025.
TI COMMUNITY EDUCATION FOR ADULTS, NUMBER 1. CURRENT INFORMATION SOURCES.
SO NOV67.
AB AN ANNOTATED BIBLIOGRAPHY CONTAINS 30 INDEXED AND ABSTRACTED ENTRIES ON NUMEROUS ASPECTS AND CONCERNS OF COMMUNITY EDUCATION FOR ADULTS, INCLUDING COMMUNITY DEVELOPMENT IN THE UNITED STATES AND ABROAD, MANPOWER DEVELOPMENT, LEADERSHIP AND PROFESSIONAL TRAINING, EDUCATIONAL AND INFORMATION NEEDS, DYNAMICS OF SOCIAL CHANGE, COMMUNITY PLANNING AND ACTION, AND THE FUNCTIONS AND PURPOSES OF URBAN, RURAL, AND UNIVERSITY EXTENSION.

76 - RESOURCES

AN ED011094.
AU HEPPELL, HELEN M.
TI COMMUNITY EDUCATION PROJECT, A REPORT TO THE ROSENBERG FOUNDATION.
SO JUN66.
AB A 3-YEAR COMMUNITY EDUCATION PROJECT WAS UNDERTAKEN IN SOUTHEAST SAN DIEGO, A CITY WHICH IS CHARACTERIZED BY A LARGE MINORITY GROUP POPULATION, LOW INCOMES, HIGH UNEMPLOYMENT, AND JUNIOR HIGH SCHOOL EDUCATIONAL MEDIAN. ADULT EDUCATION CLASSES WERE POORLY ATTENDED IN THE AREA. CREATIVE MOTIVATIONAL TECHNIQUES WERE MADE POSSIBLE BY FOUNDATION FUNDING, A SKILLED COMMUNITY COORDINATOR, CITIZENS ADVISORY COMMITTEE, AND COMMUNITY INVOLVEMENT. THESE TECHNIQUES INCLUDED AN "ADULT EDUCATION SUNDAY" IN LOCAL CHURCHES, A WELFARE CLASS IN BASIC EDUCATION FOR UNEMPLOYED FATHERS, TALKS BY THE COORDINATOR TO PTA'S, CHURCH GROUPS, LABOR UNIONS, PUBLICITY IN THE NEWSPAPERS, HOME CALLS BY VOLUNTEERS, DECENTRALIZED CLASSES AT ELEMENTARY SCHOOLS, A MEANINGFUL CURRICULUM, A LITTLE THEATER, DANCE AND ART CLASSES, ENCOURAGEMENT OF LIBRARY USE, AND AN AMERICAN NEGRO HISTORY CLASS. AN OBJECTIVE EVALUATION OF THIS KIND OF PROJECT IS DIFFICULT, BUT THERE WAS A STEADY RISE IN ADULT SCHOOL ATTENDANCE AND A STEADY INCREASE IN CERTIFICATES AND DIPLOMAS ISSUED BY THE ADULT SCHOOL. THE PERSONS INVOLVED IN THE PROJECT WERE INTERVIEWED FOR A SUBJECTIVE EVALUATION. THE MOST SUCCESSFUL MOTIVATIONAL TECHNIQUES INVOLVED PERSON-TO-PERSON CONTACT, SUCH AS HOME CALLS. A POSITIVE EVALUATION OF THE WORTH OF THIS KIND OF PROJECT IS SHOWN IN ITS EXTENSION AS A FEDERALLY FINANCED PROGRAM.

62 - PROGRAMS